

ORIENTATION TO BILINGUAL EDUCATION ACADEMY



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Revised 04-19-02

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Academy Introduction

Using the **Orientation to Bilingual Education Academy** transparency (T1), review the modules with the paraeducators before beginning the academy along with the following.

This academy is designed to provide a basic introduction to bilingual education programs. The academy consists of introductory material regarding the legal and historical foundations of bilingual education, bilingual and ESL program model overviews, material designed to address cultural issues in the classroom, and introductory information regarding human growth and development.

Please note that some of the material contained in this academy refers specifically to the state of Colorado. If the academy is being taught elsewhere, it will be necessary to obtain comparable information for the location the academy is being taught in.

This academy contains a **Reflection Workbook**. This workbook provides an opportunity for the participants to spend time reflecting on the topics covered in the academy and how they impact their own lives. The workbook should be distributed at the beginning of the academy. The workbook will be referred to throughout the academy when the participants need it as “(R#).” This workbook does not need to be turned in or looked at by the instructor, it is for the participants to keep.

Orientation to Bilingual Education

OrBlng-T1



Module A: History, Law, and Language Policy

- *Know major laws and court rulings that have helped shape educational services for English language learners.*
- *Know the steps and processes in providing appropriate educational services for English language learners.*
- *Know key terminology used in working with students who are learning English as a second language.*
- *Know the legal rights of English language learners.*

Module B: Program Models

- *Know the types of programs available to meet the needs of English language learners.*
- *Know ESL and/or bilingual models and philosophies being used in schools.*

Orientation to Bilingual Education

(continued)



Module C: Culture in The Classroom

- *Know the relationship between culture and schooling.*
- *Define culture and understand ways in which culture may be viewed.*
- *Know how cultural differences affect teaching and learning.*
- *Know techniques to ease newcomers into the routine of class.*

Module D: Overview of Human Growth, Development, and Learning

- *Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.*
- *Know the risk factors that may prohibit or impede typical development.*
- *Know basic styles of human learning.*



Orientation to Bilingual Education Reflection Workbook

Reflecting on The Laws

How do these laws affect me as a paraeducator, my family, my students, or someone else I know?

Bilingual Education Laws

Thinking about one of the Bilingual Education laws, how does this law affect you in your work setting?

How These Laws Have Influenced Me

Reflect on a situation in which you, your family, or students you know have been personally influenced by bilingual laws.

Program Models

My personal “best practice” use of elements of program models is...

ESL and Bilingual Models and Philosophies

What model does your school use to meet the needs of linguistically diverse students?

My Philosophy

Either describe your personal philosophy for bilingual education

or

Answer the following question in reference to the scenario provided in class,
“In a perfect world, what do you think would be the best program for a
linguistically diverse learner?”

My Philosophy
(continued)

Culture

What are some of characteristics that you see from children who enter the classroom? The school?

What are the expectations for them?

How are these expectations shared with the students? With their families?

Culture ***(continued)***

What are some observations you have about children from various cultures and their learning styles?

How do cultural differences affect teaching and learning?

Getting To Know Your Student

Observe a student you work with and answer the following questions. You may also engage the student in a discussion, asking him/her the questions directly.

Ask what it is like to learn English in school?

What is the hardest part?

What has been fun, if anything?

Ask to tell you what activities, materials and activities seem to work best for him or her?

Techniques and Activities

What are some techniques you are using to ease newcomers into the culture of class/school?

How are you making school a safe, welcoming place for all students?

Stages of Development

Discuss three to four examples of behaviors you have observed for each of the developmental stages below, for one age level only (0-2 years, 2-6 years, 7-11 years, or 11+ years).

Age Level: _____

Physical:

Affective:

Communication:



Additional Reflections on Bilingual and ESL Education



***Additional Reflections on Bilingual and
ESL Education
(continued)***

***Additional Reflections on Bilingual and
ESL Education
(continued)***



***Additional Reflections on Bilingual and
ESL Education
(continued)***

Module A: History, Law, and Language Policy

Orientation to Bilingual Education

Module A: History, Law, and Language Policy



A. Energizer

If the paraprofessionals are meeting for the first time, ask them to fill out name-tags and introduce themselves to the group. Provide a brief overview of your background.



B. Module Goals

Using the **Module A: History, Law, and Language** handout and transparency (H1/T1), review the goals of the module.

1. Know major laws and court rulings that have helped shape educational services for English language learners.
2. Know the steps and processes involved in providing appropriate educational services for English language learners.
3. Know key terminology used in working with students who are learning English as a second language.
4. Know the legal rights of English language learners.



Goal 1: Know major laws and court rulings that have helped shape educational services for English language learners.



1.1 Activity: Timeline

Participants will engage in building a timeline showing the sequence of events and testing their knowledge on the topic. They will view and analyze the information posted as part of a Bilingual/ESL history overview.



Note to Instructor: Prior to class, you will need to prepare the following:

- Index cards with the different events throughout history written on them, exclude the dates, and be sure to include applicable laws. Example: First large-scale bilingual program since WWII, The Coral Way School in Dade County, Florida.
- A timeline. You can do this either by putting together a strip of paper, labeled with dates beginning at 1500 through 2000; or you can draw a line in the room where the academy is being taught, again labeled with dates.



1.1.1 Steps

- Have participants choose an index card and place it on the timeline under the year they think the event took place.
- After all the cards have been placed on the timeline, review and change any mistakes made by participants.



1.2 Lecture: Historical Perspective

Using the **Historical Perspective** transparency (T2), review the history of bilingual/ESL education in the United States. Illustrate how the trends have shifted from anti-immigration to promotion of bilingualism. This will give the participants the background information they need to better understand court rulings and public thinking that surround bilingual education.

Historical Perspective

- A multitude of Native American languages were spoken within the expanding boundaries of the United States. Use of indigenous languages receded earlier in the northeastern parts of the country and only a few remain viable today, mostly in the southwest and in Alaska.
- Spanish was widely used throughout what is now the southwestern United

States, and this language retains a major presence in these and additional areas today.

- English was the primary language of the thirteen colonies, with German a close second, while French, Dutch, and other European languages each had a significant presence in the U.S. in the 18th and 19th centuries.
- Before the American Revolution, and continuing well into the 19th century, instruction of German was widespread. This was tolerated because:
 - ↳ Germans were seen as patriots who had fought in the Revolutionary War on the side of the colonists; and
 - ↳ Germans had settled in the Midwest, which was remote from the eastern centers of population and power, thus the use of German education was not much noted by the general public. As a result of this possibly blind tolerance,
 - ⇒ German instruction was an important part of the curriculum in St. Louis, which was one of the first cities to establish a large centralized school district;
 - ⇒ German/English dual language programs were instituted in Ohio in 1840; and
 - ⇒ German-language programs, serving not only German speaking children but also English-speaking children learning German as a second language, were present in 52 of the 57 public schools in St. Louis by 1880.
- During the 19th century, other forms of bilingual education and/or dual language programs also occurred, including some in Spanish, French, Czech, Polish, Italian, Dutch, Swedish, Norwegian, and Danish.
- Federal government allowed local control of education.
- Intense immigration in the 19th century provoked a nativist reaction. This reaction was primarily directed at the Irish, who arrived in the northeastern United States, and were stereotyped as poor, illiterate, and Catholic. A few vocal Protestants claimed that Catholics were loyal to a foreign Pope and said that affording rights as citizens to them would effectively bring the U.S. under the domain of the Catholic Church.
- Many German communities were also Catholic. The lines of language and religion became blurred, and across the Midwest, laws were passed to prevent the use of German in public and private schools. The German community responded by using their votes to resist program changes to English.
- Anti-German feeling on the part of English speakers escalated as WWI drew near. Many programs were disassembled by legislation at that time,

never to be reassembled. Teachers, parents, and students of German background became increasingly disinclined to publicly affirm their ethnic identity and German would never again flourish as it had before.

- By 1923, a total of 34 of the 48 states had English-only instructional policies.

WWII and After

- During WWII, the military faced an urgent need for speakers of a variety of languages, so it turned its attention to the development of fast and effective second-language teaching techniques.
- The U.S. Army developed the audio-lingual approach.
- Following WWII, in 1958, Congress passed the National Defense Education Act, which provided funding for foreign-language study, emphasizing the importance of bilingual and multilingualism as part of national defense.
- In this way, WWII provided a backdrop for the civil rights movement. Some of these movements included the linguistic rights of minorities to preserve their native language. Many African-Americans and Mexican-Americans fought in the war. Soldiers discovered a world where multilingualism was normal and color did not affect their status as liberators. Many survivors were unwilling to endure segregation.
- As civil rights movements gained momentum; cultural pluralism took on stronger meaning as a model for American society. Many Americans began to assert their ethnic identities.
- Civil Rights Act passed 1964.
- In 1959, the Cuban Revolution brought about the creation of the first post-war large-scale bilingual program. The Coral Way School in Dade County, Florida was established in 1963.
- The program was successful for complex political reasons. Cuban refugees were upper class, highly educated, and politically sophisticated. The federal government was eager to support their anti-communist and anti-Castro agendas.
- The success of Coral Way led to the establishment of bilingual programs in several states, including Texas, California, New Mexico, New Jersey, and Arizona, (Ambert & Melendez, 1985).
- In 1966, Teachers of English to Speakers of Other Languages (TESOL) was established.
- In 1977, National Clearinghouse of Bilingual Education (NCBE) was established.
- In 1984, 16 new bilingual education multifunctional support centers were

established. This led to government policies favoring the establishment of bilingual programs:

- ↳ 1968: Title VII of the Elementary and Secondary Education Act (ESEA); and
- ↳ 1974: *Lau v. Nicholas*, 414 U.S. 563 (1974).
- On 1971, Massachusetts was the first state to mandate bilingual education.
- By 1983, bilingual education was permitted in all 50 states, nine of which had laws requiring some form of dual-language instruction for English language learners.
- In the 1980s, a lack of government support for primary-language instruction, combined with strong reactions to the influx of immigrants, had weakened support for dual-language instruction. California, for example, with a population of over 600,000 ELL children, allowed its bilingual education law to lapse in June, 1987.
- June 1998, Proposition 227 passes in California, largely eliminating bilingual education from public schools.
- On March 15, 2000, the U.S. Secretary of Education, Richard Riley, called for dual-language programs to meet the needs of linguistically diverse learners.
- In the summer of 2000; a ballot initiative to eliminate bilingual education fails to make the November Colorado ballot due to obscure language.
- 2001 to Present: ???



1.3 Activity: Understanding The Laws

Paraeducators will participate in an activity in which they will become experts in the different laws.



1.3.1 Steps

- Have the participants count off by six and form groups accordingly: all 1's together, all 2's together, all 3's together, and so on.
- Provide each group with multiple copies of the appropriate handout.
 - ↳ Group 1: **Title VI of the Civil Rights Act of 1964 (H2)**
 - ↳ Group 2: **May 25, 1970 Memorandum (H3)**
 - ↳ Group 3: **Individuals with Disabilities Education Act (H4)**
 - ↳ Group 4: **Lau v. Nichols (H5)**
 - ↳ Group 5: **Castaneda v. Pickard (H6)**
 - ↳ Group 6: **The Colorado English Proficiency Act (H7)**
- Have the groups review and discuss their law.

- Allow the groups time to learn and become experts on their particular law, and to prepare to teach their law to other participants.
- When finished, have the groups reorganize, forming groups of six. Each group should have one member from each of the previous groups (one from Group 1, one from Group 2, one from Group 3, and so on).
- Have each participant teach their law to their new groups.



1.3.2 Discussion: How Do These Laws Affect Paraeducators?

On their own, have the participants complete **Reflecting on The Laws (R1)**. When they are finished, pose the following question to the group, “How does this law affect me as a paraeducator?” Discuss and review their responses.



1.4 Lecture: Major Federal and State Laws

Present the **Law Table** handout (**H8**) and **Major Laws** transparency (**T3**).

Title VI of the Civil Rights Act of 1964 and its regulations at 34 C.F.R. Part 100

- Title VI of the Civil Rights Act of 1964 states, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”
- Specific discriminatory actions include: the denial of services which are different, or provided in a different manner, from that provided to others in the program; subjection to segregation or separate treatment related to services; and the denial of the opportunity to participate in the program through the provision of services which are different from those afforded others under the program.

Memorandum May 25, 1970

- In an effort to clarify the requirements outlined in Title VI of the Civil Rights Act of 1964, the Department of Health, Education, and Welfare issued the May 25, 1970 Memorandum. The memorandum reads in part, “Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered, a school district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

- It further states that school districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills. The memorandum also requires school districts to notify parents (in a language that they understand) of school activities that are called to the attention of other parents.

Individuals With Disabilities Education Act (IDEA)

- In order to understand the rights, privileges, and challenges related to special education and students with limited English proficiency, it is necessary to consider the content and purpose of federal and state special education legislation. The rights and privileges guaranteed to students with disabilities and the obligations of schools to offer those were officially mandated by the Federal Government in 1976 through the passage of Law 94-142. This law was revised in 1990, and again in 1997, and currently is referred to as the Individuals with Disabilities Education Act.
- IDEA Part B: Regulations on Native Language and Limited English Proficiency.
 - ↳ Clarifications from the Discussion Under Title VI of the Civil Rights Act of 1964:
 - ⇒ In order to properly evaluate a child who may be limited English proficient, a public agency should assess the child's proficiency in English as well as in his/her native language to distinguish language proficiency from disability needs; and
 - ⇒ An accurate assessment of the child's language proficiency should include objective assessment of reading, writing, speaking, and understanding.
 - ↳ Even in situations where it is clearly not feasible to provide and administer tests in the child's native language or mode of communication for a child with limited English proficiency, the public agency must still obtain and consider accurate and reliable information that will enable the agency to make an informed decision as to:
 - ⇒ whether the child has a disability, and
 - ⇒ the effects of the disability on the child's educational needs.
 - ↳ A child may not be determined to be eligible under Part B if the determinant factor for eligibility determination is the child's lack of instruction in reading or math, or the child's limited English proficiency...and the child does not otherwise meet the eligibility criteria for a child with a disability.

- A public agency must ensure that a child who has a disability, as defined in 300.7, is not excluded from eligibility because the child has limited English proficiency or has had lack of instruction in reading or math.

Lau v. Nichols (1974)

- In January, 1974, the Supreme Court of the United States decided a class action case against the San Francisco school district. The case Lau v. Nichols alleged that the school system failed to provide students of Chinese ancestry with English language instruction or other adequate instructional procedures, thereby denying them a meaningful opportunity to participate in the public education program. In deciding the case, the court stated, “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Castaneda v. Pickard (1981) (federal)

- In 1981, the United States Fifth Circuit Court of Appeals heard the case of Castaneda v. Pickard. The school district in Raymondville, Texas was charged with inappropriate ability-grouping practices, discrimination against Hispanics in employment as teachers and administrators, and inadequate bilingual instruction.
- The court developed a three-pronged test for evaluating compliance with nondiscriminatory provisions.
 - ↳ First, schools must have an educational program based on a legitimate theoretical foundation for language minority students.
 - ↳ Second, the program must be implemented in a manner that is reasonably calculated to be effective and evaluated to determine if it is educationally beneficial.
 - ↳ Third, if the program is shown to be ineffective in overcoming language barriers, it must be modified accordingly.
- The court realized that while learning the English language, limited English proficient students might incur deficits in content-area knowledge. Therefore, the court stated that schools have an obligation to remedy any deficiencies in academic areas while leaving “schools free to determine the sequence and manner in which limited English speaking students tackle this dual challenge so long as the school designs programs which reasonably calculate to enable these students to attain parity of participation in the standard instructional program within a reasonable length of time after they enter the school system.”

The Colorado English Language Proficiency Act (ELPA)

- ELPA strengthens federal requirements by authorizing funds and establishing an English language proficiency program in the Colorado public schools for children whose dominant language is not English.
- Under ELPA, districts must use parents' and teachers' checklists to identify potential limited English proficient (LEP) students from the population of students whose primary language, or home language is one other than English (PHLOTE). Further, signed and dated checklists must be on file for all PHLOTE students.
- Districts with students identified as being eligible for ELPA funding are responsible for providing alternative language services such as ESL or bilingual education. Funding for LEP students is available for a maximum of two years.

Source: Adapted from Duff, J., and Duron, S. (1999) Special Education and Culturally and Linguistically Diverse Students: Meeting the Challenges, Realizing the Opportunities. Denver, Colorado. Colorado Department of Education.



Goal 2: Know the steps and processes in providing appropriate educational services for English language learners.



2.1 Discussion: Identifying Children as English Language Learners

Present the **Five Procedures for Identifying and Assessing ELP Students** handout and transparency (**H9/T4**). Review each step, including the roles and responsibilities of the parent, ESL teacher, paraeducator, and others.

Using the **Lau Categories** handout and transparency (**H10/T5**), briefly review the each categories, asking the participants to provide an example of each.

Using the **Proficiency Levels** handout and transparency (**H11/T6**), briefly review each of the levels of language proficiency.

Using the **Stages of Second Language Acquisition** handout and transparency (**H12/T7**), briefly review each of the stages. Explain that the participants can further learn about Level II in the Language Development and Acquisition Academy.



2.2 Activity: Role-Play

Paraeducators will participate in a role-playing activity to further explore the process of identifying children as English language learners.



Note to Instructor: This activity is optional. However, should you choose to use it, you will need to prepare, prior to class, case scenarios that are tailored to meet the focus of the participants (Do they work with ESL or Bilingual students?) and that address the topics of this goal (The importance of the home language survey).



2.3 Lecture: Identifying Children as English Language Learners in Colorado

Distribute the **Identifying Children as English Language Learners in Colorado** handout (**H13**).

The State of Colorado has in place a set of requirements which, in conjunction with federal guidelines regarding students whose primary or home language is other than English, provide

the framework for limited English proficient student identification, assessment, service delivery, placement, review, and reclassification/exit. This is a minimum five-step process for identifying and placing LEP students in appropriate alternative language programs that assure them of equal educational opportunities; in certain cases there will be two additional steps.

1. Identification of Students Whose Primary or Home Language is Other Than English (PHLOTE).

- All students must be surveyed at the time of enrollment to determine whether the student's primary or home language is one other than English (PHLOTE).
- A home language survey must be completed for each student. If a home language survey is not completed or the responses are ambiguous, a meeting (or home visit) with the parents should be conducted to obtain the required information.



Note to Instructor: It is to the benefit of the participants to be familiar with their district's procedures for assessing LEP students. Obtain a copy of your district's home language survey and make handouts and transparencies as necessary to facilitate this lecture.

- A teacher language observation form or checklist should be completed by all district teachers and staff (i.e., Title I, ELPA, Title VII) to determine each student's primary or home language. A student language survey for secondary students may be used in addition to the home language survey to identify the language or languages to which the student has been exposed. The results of the teacher observation form or checklist may NOT be used to determine that the student is not PHLOTE if the results of the home language survey indicate otherwise. In essence, if a child is identified as PHLOTE on any survey, form, or checklist, that child is considered PHLOTE.
- Though not specifically required, the identification of linguistic and/or cultural diversity is an important aspect when determining home language and/or cultural influences.

2. Assessment of Language Proficiency.

- If any response on the home language survey indicates the use of a language other than English by the student or in the home, then further assessment must be conducted to determine the student's level of English language proficiency.

- Language proficiency assessment will assist in determining whether the student's level of English proficiency is sufficient to succeed in an English-only environment.
- The language assessment should objectively test comprehension, speaking, oral reading comprehension, and writing skills (for grades 1 and under, only the listening and speaking portions of the language assessment need to be administered).
- Proficiency assessment in the four skill areas should be conducted before any referral for special education evaluation or testing for disabilities is conducted.
- If results indicate that a student with a primary or home language other than English is not proficient in the four language skill areas, the student is identified as being limited in English proficiency.
- The three instruments used most frequently to assess English language proficiency in Colorado are:
 - ↳ Language Assessment Scales
 - ↳ Idea Reading and Writing Proficiency Test
 - ↳ Woodcock-Munoz Language Survey
- Federal guidelines do not require the testing of PHLOTE students in their native (home) language, nor can results of such testing be used to determine whether students are LEP. Nevertheless, a PHLOTE student may be tested for native language proficiency, in addition to testing for English language proficiency, to assist in determining an appropriate alternative language service placement, especially when students will be placed in a bilingual education program.

3. Program Placement.

- Prior to placing a student in an alternative language program, the school site must notify parents in writing regarding:
 - ↳ Benefits of the program being offered to the student,
 - ↳ Other program options available,
 - ↳ Parents' rights to visit the program, and
 - ↳ Parents' rights to withdraw the student from the program.
- It is required that parent notification be communicated in a language and/or manner which can be understood by them. Parents are not required to respond affirmatively to the notification in order for the student to participate in the district's alternative language program.
- Students with a primary language other than English who are identified as limited English proficient (LEP) must be provided with additional language development support and instruction in order to increase their proficiency.

Students must receive comprehensible content area instruction. The amount of specialized English language instruction and support will depend on students' proficiency levels and needs.

- It is of critical importance that the family learn about the process of second language acquisition and its implications for their child's development of listening, speaking, reading, and writing skills. The family may need information about the options for ESL and bilingual education available in the school district and they will benefit from in-depth discussion with the team.
4. Student Evaluation.
- On an annual basis, the school must evaluate and document the progress of LEP students' acquisition of English (example: LEP Student Evaluation Committee (LEPSEC)).
 - If school personnel observe learning difficulties during the course of the academic year, then an informal consultation with other staff should take place.
 - The student's primary and English language proficiency and culture must be considered in reviewing his or her learning/behavior.
 - When language proficiency information is not recent or complete, it is appropriate to reassess the student's language proficiency to determine his or her current level of English language development.
5. Program Evaluation.
- The district should evaluate the effectiveness of its alternative language program annually. School personnel should initiate a general education student assistance team meeting. If a school does not have a team established, informal teacher meetings should be convened to review the student's progress, interaction with peers, and learning styles.

And, in some cases,

6. Special Education Referral.
7. Special Education Identification Process: Assessment and Determination Of a Disability.

Source: Adapted from the Handbook on Planning for Limited English Proficient (LEP) Students Success. Colorado Department of Education. (1997).



Goal 3: Know key terminology used in working with students who are learning English as a second language.



3.1 Activity: Key Terminology

Paraeducators will participate in an activity to familiarize themselves better with key terminology associated with bilingual education.



Note to Instructor: Prior to class you will need to prepare the following:

- Three puzzle sets. To do this, use the **Puzzle** handout (**H14**), separating the phrase or acronym from its description. Each set should contain all terms.



3.1.1 Steps

- Divide the class into three groups.
- Provide each group with a puzzle set.
- Have each match the phrase or acronym with its descriptions.
- Have the groups discuss each term and what it means to them in their work settings.
- On their own, have the participants complete **Bilingual Education Laws (R2)**, providing an example of how one of these laws affects them in their work setting.
- When finished, have the participants rotate between the groups, discussing the remaining terminology.



3.2 Discussion: Further Defining Key Terminology

Present the **Key Terminology** handout and transparency (**H15/T8**). On their own, ask the participants to define each of the terms in their own words. These definitions should reflect a paraeducator and parent-friendly definition. Ask the participants to provide examples of their definitions. Discuss the definitions as a class, providing further help where needed.



3.3 Activity: How Have These Laws Influenced You?

Paraeducators will participate in an activity examining the ways in which these laws have influenced their work.



3.3.1 Steps

- Divide the participants into small groups.
- Have the groups share with each other personal stories about how the laws have influenced them, their families, or students they know (Example: Some students are afraid to use their native language(s) for various reasons: fear of social reprisals, fear of actual corporal punishment, etc.).
- On their own, have the participants complete **How These Laws Have Influenced Me (R3)**, including their story from the previous step.
- When finished, ask the participants to share some of their stories with the class.



Note to Instructor: This activity is optional.



Goal 4: Know the legal rights of English language learners.



4.1 Discussion: Rights of English Language Learners

Using the **Rights of English Language Learners** transparency (T9), engage the participants in a discussion reviewing the rights of English language learners. Ask the participants to provide examples of the key elements associated with each right.

- Testing, Evaluation, and Placement.
- Individualized and Appropriate Education.
- Inclusion.
- Parent Participation.

Module A Handouts

Module A: History, Law, and Language Policy

1. Know major laws and court rulings that have helped shape educational services for English language learners.
2. Know the steps and processes in providing appropriate educational services for English language learners.
3. Know key terminology used in working with students who are learning English as a second language.
4. Know the legal rights of English language learners.

Title VI of the Civil Rights Act of 1964 and its regulations at 34 C.F.R. Part 100

Title VI of the Civil Rights Act of 1964 states, “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Specific discriminatory actions include: the denial of services which are different, or provided in a different manner, from that provided to others in the program; subjection to segregation or separate treatment related to services; and the denial of the opportunity to participate in the program through the provision of services which are different from those afforded others under the program.

May 25, 1970 Memorandum

In an effort to clarify the requirements outlined in Title VI of the Civil Rights Act of 1964, the Department of Health, Education and Welfare issued the May 25, 1970, Memorandum. The memorandum reads in part, “Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered, a school district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.” It further states that school districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills. The memorandum also requires school districts to notify parents (in a language that they understand) of school activities which are called to the attention of other parents.

Individuals With Disabilities Education Act (IDEA)

In order to understand the rights, privileges, and challenges related to special education and students with limited English proficiency, it is necessary to consider the content and purpose of federal and state special education legislation. The rights and privileges guaranteed to students with disabilities and the obligations of schools to offer those were officially mandated by the Federal Government in 1976 through passage Law 94-142. Law 94-142 was revised in 1990, and again in 1997, and currently is referred to as the Individuals with Disabilities Education Act.

IDEA Part B: Regulations on Native Language and Limited English Proficiency.

- Clarifications from the Discussion Under Title VI of the Civil Rights Act of 1964:
 - ↳ In order to properly evaluate a child who may be limited English proficient, a public agency should assess the child's proficiency in English as well as in his/her native language to distinguish language proficiency from disability needs; and
 - ↳ An accurate assessment of the child's language proficiency should include objective assessment of reading, writing, speaking, and understanding.
- Even in situations where it is clearly not feasible to provide and administer tests in the child's native language or mode of communication for a child with limited English proficiency, the public agency must still obtain and consider accurate and reliable information that will enable the agency to make an informed decision as to:
 - ↳ whether the child has a disability, and
 - ↳ the effects of the disability on the child's educational needs.
- A child may not be determined to be eligible under Part B if the determinant factor for eligibility determination is the child's lack of instruction in reading or math, or the child's limited English proficiency...and the child does not otherwise meet the eligibility criteria for a child with a disability.

A public agency must ensure that a child who has a disability, as defined in 300.7, is not excluded from eligibility because the child has limited English proficiency or has had lack of instruction in reading or math.

Lau v. Nichols (1974)

In January 1974, the Supreme Court of the United States decided a class action case against the San Francisco school system. The case *Lau v. Nichols* alleged that the school system failed to provide students of Chinese ancestry with English language instruction or other adequate instructional procedures, thereby denying them a meaningful opportunity to participate in the public education program. In deciding the case the court stated, “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Castaneda v. Pickard (1981)

In 1981, the United States Fifth Circuit Court of Appeals heard the case of *Castaneda v. Pickard*. The court developed a three-prong test for evaluating compliance with nondiscriminatory provisions.

- First, it rules that schools must have an educational program based on a legitimate theoretical foundation for language minority students.
- Second, the program must be implemented in a manner that is reasonably calculated to be effective and evaluated to determine if it is educationally beneficial.
- And third, if it is shown to be ineffective in overcoming language barriers, it must be modified accordingly. The court realized that while learning the English language, LEP students may incur deficits in content-area knowledge.

Therefore, the court stated that schools have an obligation to remedy any deficiencies in academic areas while leaving “schools free to determine the sequence and manner in which limited English speaking students tackle this dual challenge so long as the school designs programs which reasonably calculate to enable these students to attain parity of participation in the standard instructional program within a reasonable length of time after they enter the school system.”

The Colorado English Language Proficiency Act (ELPA)

The ELPA act strengthens federal requirements by authorizing funds and establishing an English language proficiency program in the Colorado public schools for children whose dominant language is not English. Under ELPA, districts must use parents' and teachers' checklists to identify potential limited English proficient (LEP) students from the population of students whose primary language or home language is other than English (PHLOTE). Further, signed and dated checklists must be on file for all PHLOTE students. Districts with students identified as being eligible for ELPA funding are responsible for providing alternative language services such as ESL or bilingual education. Funding for LEP students is available for a maximum of two years under the ELPA act.

Law Table

Overview of Federal and Colorado Requirements Supporting LEP Student Success

Source: Dr. P.A. Jaynes, Jefferson County School District RE-1, Golden, CO.

FEDERAL (Title VI, Lau v. Nichols, OCR Policy Update)	STATE (SB 462, English Language Proficiency Act-ELPA)	STATE (HB 93-1313 State & Local Standards)	STATE (HB 96-1139, Colorado Basic Literacy Act)	STATE (Rules for the Accreditation of Schools)
Identification and Assessment All students whose primary or home language is other than English are identified. English proficiency instruments in listening, speaking, reading, and writing, as appropriate to their grade level, must be given to all PHLOTE students to identify LEP students.	All students are identified with teacher and parent language use checklists prescribed by CDE or locally developed with prior CDE approval. English proficiency assessments must be administered for LEAs to qualify for ELPA funding. Students are funded for first two yrs. in the district.	Students are identified through ELPA and federally required processes. Assessment to determine the accomplishment of meeting and exceeding academic standards may be in an alternative form.	All LEP students will be included in reading and comprehension testing and can be assessed in L1. Reading progress of LEP students with Individual Literacy Plans (ILP) will be assessed semester. The ILP shall continue until the LEP student is English proficient and reading at or above grade level.	Students' assessed English proficiency and academic achievement levels will be included in school's descriptive characteristics of school improvement plan. Discrepancies in LEP students' achievement will be reported in the schools improvement plan.
Requirements Alternative English acquisition services are required for all identified LEP students. LEAs must provide parents of LEP students with notices containing the same information provided to other parents. Notices must be in a language appropriate to the parents.	Alternative language programs are required for as long as the student is identified as LEP. LEAs must serve all LEP students regardless of ELPA status.	Implementation plans must eliminate barriers to equity and address the education of exceptional students of various backgrounds. All LEP students are expected to meet and/or exceed standards.	LEAs shall annually report, the number of LEP and other students who have an ILP. Parents and teachers together with school administration shall formulate an ILP.	Schools inform and encourage parents to be involved in the planning and evaluation of school programs.

Law Table

(continued)

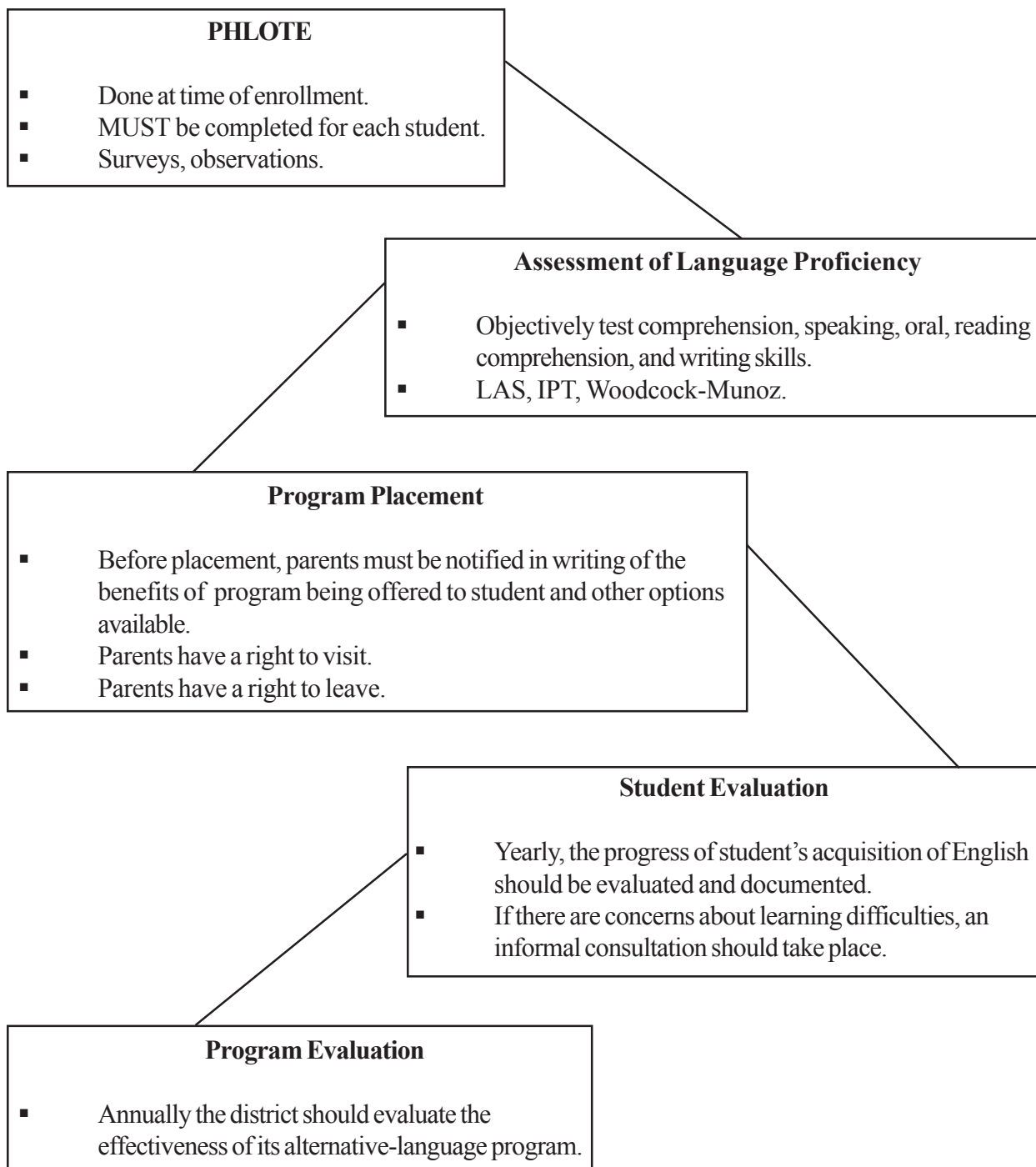
FEDERAL (Title VI, Lau v. Nichols, OCR Policy Update)	STATE (SB 462, English Language Proficiency Act-ELPA)	STATE (HB 93-1313 State & Local Standards)	STATE (HB 96-1139, Colorado Basic Literacy Act)	STATE (Rules for the Accreditation of Schools)
Program Evaluation				
<p>Districts must conduct periodic evaluations and make necessary program modifications to ensure LEP student success.</p> <p>The district cannot continue indefinitely with ineffective programs.</p>	<p>The report should include the English language proficiency test results and achievement test results of students, certified by the districts; techniques used for identification, assessment and problems; and any recommendations for the improving the program.</p>	<p>Each district shall use results of the state and district assessments to revise its programs of instruction and assessment, and to assist those students who need additional academic support.</p>	<p>Each district shall annually report the number and percentage of third grade pupils who read at or above the third grade and the number and percentage of K-3 pupils who have an ILP.</p>	<p>The plan evaluation will contain goals, strategies, and growth indicators for LEP students' language and academic objectives.</p>
Staffing				
<p>Licensed teachers must be qualified to deliver the selected alternative language program model (e.g., ESL and/or bilingual endorsements).</p>	<p>ELPA has no specific staff requirements.</p>	<p>All staff is responsible for LEP students' learning and achievement.</p> <p>All staff is expected to work with ESL and/or bilingual staff.</p>	<p>Staffing options to help ILP students exceed grade-level reading levels are: providing sufficient in-school instructional time; assisting parents to implement a home reading program; and providing a summer tutorial program.</p>	<p>Professional educators shall have qualification documentation for their professional assignments on file with the LEA, or a plan on file describing the method and timeline for acquiring the necessary endorsement.</p> <p>School accountability is the responsibility of the building principal. There is a district accountability requirement.</p>
Materials				
<p>Appropriate materials in quality and quantity are required to meet LEP students' academic and content needs.</p>	<p>ELPA does not directly address materials.</p>	<p>All students' needs are to be met.</p>	<p>Literacy instruction includes the appropriate literacy materials.</p>	<p>Schools must have provisions for library media and resources.</p>

Law Table

(continued)

FEDERAL (Title VI, Lau v. Nichols, OCR Policy Update)	STATE (SB 462, English Language Proficiency Act-ELPA)	STATE (HB 93-1313 State & Local Standards)	STATE (HB 96-1139, Colorado Basic Literacy Act)	STATE (Rules for the Accreditation of Schools)
<p>Segregation</p> <p>LEP students are to be assigned to the least segregative environment. Limited separation is allowable only when educationally justifiable.</p> <p>LEP students shall be educated in comparable facilities.</p> <p>LEP students are to be assigned to special education and gifted/talented programs appropriately and not solely based on English language proficiency.</p>	<p>ELPA is a funding vehicle and does not address this issue.</p>	<p>All LEP students must have equal access to the district curriculum.</p>	<p>The Basic Literacy Act does not address this issue.</p>	<p>Ensures equal access to educational opportunities for every student.</p> <p>Opportunities should be available for student and parent choice.</p>
<p>Exit Criteria</p> <p>Districts must have established exit criteria from language programs for LEP students to participate fully in the district's regular academic program.</p> <p>LEP students should be monitored for language and academic growth.</p> <p>The district must address both English acquisition and any academic deficiencies developed when the students were concentrating on learning English.</p>	<p>ELPA requires a CDE audit for eligibility (identification and assessment) of LEP students.</p>	<p>All classroom efforts are to provide the educational environment necessary for LEP and all other students to meet and/or exceed district and/or state standards regarding content area.</p>	<p>ILP students in the third grade will exit from the necessity of additional reading instruction when they meet or exceed the Colorado third-grade level reading assessment.</p>	<p>Individual school accountability will rest on a school's ability to plan and execute ILPs for LEP and other qualified students to assist in meeting grade-level literacy requirements and increase LEP reading and comprehension levels by at least two grades in one year of instruction.</p> <p>Schools must report LEP students who have an ILP, increased reading comprehension levels at least two grades in one year of instruction, or are enrolled in and reading at or above the third grade.</p> <p>Schools must report LEP student who decline in consistent patterns of academic achievement performance.</p>

Five Procedures for Identifying and Assessing ELP Students



Lau Categories

Lau A

- The student comprehends or speaks a language other than English and does not speak English.

Lau B

- The student comprehends or speaks some English, but the predominant language of comprehension and speech is a language other than English.

Lau C

- The student comprehends or speaks English and one or more other languages and whose dominant language is difficult to determine.
- Lau C students may also be bilingual with equal skills in both languages.

Lau D

- The student comprehends or speaks mostly English and another language.

Lau E

- The student speaks and understands only English.

Proficiency Levels

*Krashen, S.D. (1983). Principles and practice in second language acquisition. New York: Pergamon Press

Proficiency Level	Level I	Level II	Level III	Level IV
Characteristics	Minimal level of comprehension; no verbal production.	Limited level of comprehension; one or two word responses.	Good level of comprehension; pronunciation errors; simple sentences with limited descriptive vocabulary.	Excellent level of comprehension; few grammatical errors; near native speech.
Appropriate Activity Behaviors	Listen, point, move, choose, match, circle, mime, act out, draw, choose.	Name, list, categorize, label, respond with one or two words, group, tell, say, answer.	Describe, retell, define, summarize, role-play, compare and contrast.	Give opinions, defend, debate, justify, write, read, evaluate, create, examine.
Stages*	Silent/Receptive	Early Production	Speech Emergence	Intermediate/Advanced Fluency
Language Component				
Comprehension	Understanding of expressions and commands; follows basic instructions, understands spoken word, discriminates between sounds, identifies rhymes and rhythms.	Identifies basic structures; employs active listening to timing and alliteration; becomes aware of speaker's purpose; responds by asking questions.	Follows instructions; actively listens; identifies variations in sounds and intonation; responds to speaker; identifies main idea of story and speaker's message.	Listens attentively; follows oral directions; responds to verbal and nonverbal clues; listens to and restates a set of directions.
Speaking	Produces some original language; uses expressions; acts out plays requiring very little dialogue; tells personal stories.	Communicates effectively one-on-one and in small groups; uses a variety of words; retells stories and poems; uses subject/verb agreement; uses adverbs, adjectives, and sequence events properly.	Speaks clearly with appropriate vocabulary and pronunciation; sequence events; uses creative drama; engages in questions/answers; contributes to discussions; participates in panels and problem solving.	Uses correct standard pronunciation; expresses ideas and feelings; relates personal experiences; uses words and phrases in context; presents readings with appropriate expression; recognizes speaker's point of view; dramatizes; analyzes what is heard; tells jokes.

Proficiency Levels

(continued)

Proficiency Level	Level I	Level II	Level III	Level IV
Reading	Can recognize letters; shows phonics skills; can distinguish vowel and consonant sounds; possesses small sight vocabulary.	Can predict outcomes, recall facts and details, identify main ideas and draw conclusions; understand feelings of characters; follow simple, written directions; use the dictionary to determine meanings.	Can use complex phonics and content for work identification; use the dictionary; summarize and sequence events; describe time and setting; understand themes and feelings; can use graphics for information.	Can follow written directions; use work clues to decode text; read and respond to a variety of literature; locate information and resources; sequence story events; identify main the ideas and details can; dramatize characters/feelings; draw conclusions and predict outcomes; can relate literature to personal experience; express opinions; interpret poems and stories and legends; evaluate material read; can gather and organize information.
Writing	Responds to literature through drawings; demonstrates legible handwriting skills; demonstrates copying skills; performs basic spelling of simple words.	Can use a variety of pre-writing activities; write in complete sentences; and use punctuation, capitalization, and systematic methods to spell.	Can properly apply punctuation and capitalization; write legibly; use systematic methods for spelling complex words; write brief descriptions of personal experiences; recognize and write in complete sentences; can write for a variety of purposes and audiences; writes in proper sequence; can collect information from various sources; narrows topic; can do pre-writing activities; gives reasons to persuade.	Can write legibly in manuscript and cursive; uses conventions of writing; applies basic spelling; uses correct forms and patterns; can write for a variety of purposes; elaborates on ideas and details; can do pre-writing and first draft writing; writes to inform and entertain; persuades; can write original poetry.

Stages of Second Language Acquisition

Stage I

- Silent
- Receptive

Stage II

- Early Production

Stage III

- Speech Emergence

Stage IV

- Intermediate Fluency

Stage V

- Advanced Fluency

Identifying Children as English Language Learners


1. Identification of students whose Primary or Home Language is Other Than English (PHLOTE).
2. Assessment of Language Proficiency.
3. Program Placement.
4. Student Evaluation.
5. Program Evaluation.

And, in some cases,

6. Special Education Referral.
7. Special Education Identification Process: Assessment and Determination of a Disability.


Puzzle

ELPA




The English Language Proficiency Act is Colorado State Legislation to provide for the establishment and support of English Language proficiency programs in the public schools and to provide for the distribution of funds to schools to help defray the costs of such programs.

ELL




Is a student who participates in an English Language Acquisition or Alternative Language Program.

PHLOTE



Primary or Home Language Other than English includes any student with a language background other than English. A _____ child may be bilingual, limited English proficient, or monolingual in the home language or English.


**Dual
Language**



These bilingual programs allow students to develop proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native speakers and half native speakers of the other language.


Puzzle
(continued)

**Native
Language**




The first language learned in the home, or the home language, often continues to be the student's stronger language in terms of competence and function.

**Transitional
Bilingual
Education**




Also known as early exit bilingual education, is an instructional program in which subjects are taught in two languages, English and the native language. ESL is also taught. Primary purpose is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary.

**Additive
Bilingualism**



Occurs in an environment in which the addition of language and culture does not replace the first language and culture; rather, the first language/culture are promoted and developed.


Lau vs. Nichols



A suit filed by Chinese parents in San Francisco in 1974 that led to a Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take affirmative steps to overcome education barriers faced by non-English speaking students.


Puzzle
(continued)

ESL




Is an instructional approach in which LEP students are instructed in the use of the English language. Instruction is based on special curricula that typically involves little or no use of the native language and is usually taught during specific school periods. For the rest of the day, students may be placed in mainstream classrooms, an immersion program or a bilingual program.

LAU B



Student comprehends or speaks some English, but whose predominant comprehension and speech is in a language other than English.

L1







The first language a person acquires.
Native language.

L2



The second language a person acquires.
Is sometimes learned after the first language has been learned.


Puzzle
(continued)

LAU A	 A vertical wavy line connecting the LAU A box to the LAU C box.	Student comprehends or speaks a language other than English and does not speak English.
LAU C	 A vertical wavy line connecting the LAU C box to the LAU D box.	Student comprehends or speaks some English and one or more other languages and whose dominant language is difficult to determine. May also be bilingual with equal skills in both languages.
LAU D	 A vertical wavy line connecting the LAU D box to the LAU E box.	Student comprehends or speaks mostly English and another language.
LAU E	 A vertical wavy line connecting the LAU E box to the LAU D box.	The student speaks and understands only English.

Puzzle


(continued)

Submersion




LEP students are placed into an ordinary classroom where English is spoken, and there is no program to help them overcome language problems. Native language is not used at all. Is not a legally accepted approach.

Structured Immersion




In this program, LEP students receive all instruction in L2 from a teacher who understands the native language of the students. The teacher uses a simplified version of L2 and the students use their native language in class. Curriculum is structured so that a prior knowledge of English is not assumed as subjects are taught.

Pull-Out Program



A type of program in which LEP students are pulled out of mainstream classes for English instruction.


LEP



Is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Refers to students who are limited in their ability to speak, read, write, or comprehend English proficiently as determined by objective assessment.


Puzzle
(continued)

**Bilingual
Education**



Although it is generally understood to be an instructional program for students that make use of their native language(s), _____ in practice takes on many different forms.

**Sheltered
English**




Is an instructional approach used to make academic instruction in English understandable to limited English proficient students. Teachers use physical activities, visual aides, and the environment to teach vocabulary for concept development in content areas.

**Dominant
Language**



The language with which the speaker has greater proficiency.


BICS



Basic Interpersonal Skills is the language ability required for face-to-face communication. Linguistics interactions are embedded in a situational context. Playground language.

Puzzle
(continued)

OBEMLA




Office of Bilingual Education and Minority Affairs of the U.S. Department of Education was established in 1974 by Congress to help school districts to meet their responsibility to provide equal opportunity for LEP students.

NEP




Non-English Proficient

OCR



Office of Civil Rights of the U.S. Department of Education is a federal agency charged with the enforcement of anti-discrimination statutes and regulations prohibiting discrimination in education on the basis of race, color, national origin, disability, sex or age.

**Mainstream
English
Classes**



Classrooms designed to serve students who speak only English or who have been exited from the ELA program.

Key Terminology

- Bilingual Education
- BICS
- CALPS
- Dominate Language
- ESL
- LEP
- L1
- L2
- Lau Categories
 - ↳ A
 - ↳ B
 - ↳ C
 - ↳ D
 - ↳ E

Module A Transparencies

Module A: History, Law, and Language Policy

OrBlngA-T1



- ***Know major laws and court rulings that have helped shape educational services for English language learners.***
- ***Know the steps and processes in providing appropriate educational services for English language learners.***
- ***Know key terminology used in working with students who are learning English as a second language.***
- ***Know the legal rights of English language learners.***

Historical Perspective

18th & 19th Centuries

- *German , Dutch, French, and other languages had a significant presence.*
- *Instruction of German was widespread.*
- *By 1880, 52 of the 57 public schools in St. Louis had dual German-English language programs.*
- *During the 19th century, dual-language programs available were in Spanish, French, Czech, Polish, Italian, Dutch, Swedish, Norwegian, and Danish.*
- *As WWI neared, bilingual programs disassembled.*
- *1906, Congress passed the first Federal language law of any kind, an English-speaking requirement for naturalization.*

Historical Perspective

(continued)

OrBlngA-T2



- *After entering the war in 1917, several states passed laws banning German speech in classrooms, church, public meetings, even on the telephone.*
- *By 1923, a total of 34 of the 48 states had English-only policies.*

WWII and After

- *Audio-lingual approach developed by the Army.*
- *1958, National Defense Education Act.*
- *1959, the Cuban revolution brought the creation of the first large scale bilingual program since WWII. The Coral Way School in Florida, 1963.*
- *Civil Rights Act.*
- *Elementary and Secondary Education Act.*

Major Laws

OrBlngA-T3



- *Title VI of the Civil Rights Act of 1964 and its regulations at 34 C.F.R. Part 100*
- *May 25, 1970 Memorandum*
- *Individuals With Disabilities Education Act (IDEA)*
- *Lau v. Nichols (1974)*
- *Castaneda v. Pickard (1981)*
- *The Colorado English Language Proficiency Act (ELPA)*

Five Procedures for Identifying and Assessing ELP Students

OrBlngA-T4



PHLOTE

- *Done at time of enrollment.*
- *MUST be completed for each student.*
- *Surveys, observations.*

Assessment of Language Proficiency

- *Objectively test comprehension, speaking, oral, reading comprehension, and writing skills.*
- *LAS, IPT, Woodcock-Munoz.*

Program Placement

- *Before placement, parents must be notified in writing of the benefits of program being offered to student and other options available.*
- *Parents have a right to visit.*
- *Parents have a right to leave.*

Student Evaluation

- *Yearly, the progress of student's acquisition of English should be evaluated and documented.*
- *If there are concerns about learning difficulties, an informal consultation should take place.*

Program Evaluation

- *Annually the district should evaluate the effectiveness of its alternative-language program.*

Lau Categories

OrBlngA-T5



Lau A

- *The student comprehends or speaks a language other than English and does not speak English.*

Lau B

- *The student comprehends or speaks some English, but the predominant language of comprehension and speech is a language other than English.*

Lau C

- *The student comprehends or speaks English and one or more other languages.*
- *The dominant language is difficult to determine.*
- *Lau C students may also be bilingual with equal skills in both languages.*

Lau D

- *The student comprehends or speaks mostly English and another language.*

Lau E

- *The student speaks and understands only English.*

Proficiency Levels

OrBlngA-T6



Level I

- *Minimal comprehension.*
- *No verbal production.*

Level II

- *Limited comprehension.*
- *One or two word responses.*

Level III

- *Good comprehension.*
- *Errors in pronunciation.*
- *Simple sentences with limited descriptive vocabulary.*

Level IV

- *Excellent comprehension.*
- *Few grammar errors.*
- *Near native speech.*

Stages of Second Language Acquisition

OrBlngA-T7



Stage I

- *Silent*
- *Receptive*

Stage II

- *Early Production*

Stage III

- *Speech Emergence*

Stage IV

- *Intermediate Fluency*

Stage V

- *Advanced Fluency*

Key Terminology

OrBlngA-T8



- *Bilingual Education*
- *BICS*
- *CALPS*
- *Dominate Language*
- *ESL*
- *LEP*
- *L1*
- *L2*
- *LAU Categories*

Rights of English Language Learners

OrBlnA-T9



- *Testing, Evaluation, and Placement.*
- *Individualized and Appropriate Education.*
- *Inclusion.*
- *Parent Participation.*

Module B: Program Models

Orientation to Bilingual Education

Module B: Program Models



A. Module Goals

Using the **Module B: Program Models** handout and transparency (**H1/T1**), review the goals of the module.

1. Know the types of programs available to meet the needs of English language learners.
2. Know ESL and/or bilingual models and philosophies being used in schools.



Note to Instructor: By the end of the module, the participants should be able to articulate a personal philosophy. This will be recorded in their Reflection Workbooks.



Goal 1: Know the types of programs available to meet the needs of English language learners.



1.1 Activity: Understanding Bilingual Education

Paraeducators will participate in an activity to assess their knowledge of bilingual education.



1.1.1 Steps

- Divide the class into small groups.
- Have each member of the groups formulate a statement about bilingual education.
- Have the group members share and discuss their statements.
- Have each group work together to form one statement that reflects the opinions of all of its members.
- When finished, have each group share and explain their statement to the class. As they do so, write the statements on a blank transparency.



1.2 Lecture: Defining Bilingual Education

English language learners find themselves in a variety of school programs, from those carefully tailored to meet their specific linguistic and cultural needs, to others in which very little is changed to accommodate their specific needs. Perhaps the simplest distinction among programs is whether two languages or one is used for instruction. Bilingual education programs have taken many forms, but two goals are common to all:

- To teach English, and
- To provide access to the core curriculum through the home language while students are gaining English language proficiency (Lessow-Hurley, 1990).

Bilingual education refers to any instructional program that uses two languages. This definition is straightforward but lacks specificity. Dual-language instruction can be offered in a variety of formats or models, depending on the goals of a program and the population it serves. Some programs are designed to promote bilingualism and biliteracy for students. Others use a primary or home language as a bridge to assist students while they learn the dominate language. In 1968, Congress passed Title VII of the Elementary and Secondary Education Act, creating bilingual education programs and defining them as “educational programs that use two languages, one of which must be English, for teaching purposes.” If you visit a Spanish-English bilingual kindergarten classroom, and there is a 50-50 time

distribution of languages, it will be important for you to know whether this continues into the first grade. You will want to know whether the use of Spanish diminishes as children progress, to perhaps 40% in the first grade and 30% in the second, so that children move toward a situation wherein no Spanish is used at all. Such a program model differs significantly from one where the 50-50 ratio is maintained throughout all grades and both languages are maintained and developed. There are many ways of implementing bilingual education, and each major program or combination of two or more is implemented differently at federal, state, district, school, and class levels.



1.3 Lecture: Factors to Consider When Selecting a Program Model

It is critical to consider several variables that will ultimately influence the type of program most likely to be appropriate and effective in a given situation.

- District or school demographics.
 - ↳ While some districts have a large population of students from a single-language background, others have several large groups of students from multi-language backgrounds, each representing a different home language. Still others may have small numbers of students from as many as 100 different language backgrounds, scattered across grade levels and schools. The total number of language minority students, the number of students from each language background, and their distribution across grades and schools will influence the selection of the type of program to meet the needs of district students (McKeon, 1987).
- Student characteristics.
 - ↳ Some language minority students enter U.S. schools with strong academic preparation in their native language that may equal or surpass that of their grade-level peers in the United States. Others, however, may arrive in this country with little or no school experience. Social, economic, and cultural factors in their home country may have interrupted their schooling, if, indeed, they attended school at all. The needs of these students are clearly much different from those of students with a solid academic background (McKeon, 1987).
- District or school resources.
 - ↳ Districts that have had a significant language minority enrollment for many years will likely have teachers, aides, and administrators trained to work with students who have limited English proficiency. They may be able to draw on a large pool of bilingual personnel in

the community to staff bilingual programs. Other districts, faced with a sudden influx of students from one or more unfamiliar language backgrounds, may have to scramble to find qualified teachers or volunteers.

- ➔ Material resources will also influence the type of program that a district or school may be able to provide. Districts with declining enrollments may have classroom space available for magnet programs or ESL (English as a second language) resource centers. Other districts may be so overcrowded they cannot even find a classroom to accommodate ESL pull-out classes (McKeon, 1987).



Note to Instructor: Information for the portions of this module which address program models were adapted from ERIC Clearinghouse on Languages and Linguistics, ESL and Bilingual Program Models, Jeanne Rennie, 1993. The complete article is included in the **ESL and Bilingual Program Models** handout (H2).



1.4 Activity: Program Models

Paraeducators will participate in an activity examining various program models.



1.4.1 Steps

- Have the participants count off by three and form groups accordingly: all 1's together, all 2's together, and all 3's together.
- Distribute the **ESL and Bilingual Program Models** handout (H2) and assign each group a program model type.
 - ➔ Group 1: **Bilingual Programs**
 - ➔ Group 2: **ESL Programs**
 - ➔ Group 3: **Other Programs**
- Have each group discuss and prepare to teach their program type.
- When finished, have the groups reorganize into new groups. Each new group should contain one member from each of the previous groups: one from Group 1, one from Group 2, and one from Group 3.
- Have the participants teach the concepts of their program type to their new group.
- Have the new groups make a list of key words or phrases, or draw pictures that represent the programs on chart paper.
- Ask the groups to share these lists with the class.
- Have the participants complete **Program Models (R4)**. Have them reflect

on components of program models they are currently using and their personal “best practices.”



1.5 Activity: Guess the Program

Paraeducators will participate in an activity which will provide a better understanding of the previous vocabulary and definitions.



Note to Instructor: Prior to class, you will need to prepare a set of index cards with the names of each program on one side and the definition on the other. There should be one set of cards for each group.



1.5.1 Steps

- Divide the class in small groups.
- Give each group a set of index cards.
- Each person in the group will have to choose a card. Once each participant has a card, others must guess what card she/he is holding.
- Only yes/no questions may be asked during guessing.
- After someone has correctly guessed a program, the card-holder will have to explain it in his/her own words to the other members of the group.
- Participants will add this list to the previous one from module A.
- After program models have been discussed, ask participants to answer the question: What might happen to ELL in a program (choose a program model) in two years or five years?



1.6 Lecture: Bilingual Program Models

Present the **Bilingual Program Models** transparency (T2).

All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language and teachers must be proficient in both English and the students' home language.

Early-exit bilingual programs are designed to help children acquire the English skills required to succeed in an English-only mainstream classroom. These programs provide some initial instruction in the student's first language, primarily as an introduction to reading, but also for

clarification. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of the first or second grade. The choice of an early-exit model may reflect community or parental preference, or it may be the only bilingual program option available in districts with a limited number of bilingual teachers. Late-exit programs differ from early-exit programs “primarily in the amount and duration that English is used for instruction as well as the length of time students are to participate in each program.” Students remain in late-exit programs throughout elementary school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as fluent-English Proficient.

Two-way bilingual programs, also called developmental bilingual programs, group language minority student groups from single-language backgrounds in the same classroom with language majority (English-speaking) students. Ideally, there is a nearly 50/50 balance between language minority and language majority students. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Native English speakers and speakers of another language have the opportunity to acquire proficiency in a second language while continuing to develop their native language skills. Students serve as native-speakers role models for their peers. Two-way bilingual classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.



1.7 Lecture: ESL Program Models

Present the **ESL Program Models** transparency (T3).

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students.

ESL pull-out is generally used in elementary school settings. Students spend part of the day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Schools with a large number of ESL students may have a full-time ESL teacher or districts may employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.

The ESL class period is generally used in middle school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.

The ESL resource center is a variation of a pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.



1.8 Lecture: Other Program Models

Present the **Other Program Models** transparency (T4).

Some programs provide neither instruction in the native language nor direct instruction in ESL. However, instruction is adapted to meet the needs of students who are not proficient in English.

Sheltered-English or content-based programs group language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. They may also use gestures and visual aids to help students understand. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

Structured-immersion programs use only English, but there is no explicit ESL instruction. As in sheltered-English and content-based programs, English is taught through the content areas. Structured-immersion teachers have strong receptive skills in their students' first language and have a bilingual education or ESL teaching credential. The teacher's use of the children's first language is limited primarily to clarification of English instruction. Most students are mainstreamed after two or three years.



Note to Instructor: It is important to mention that there has been a lot of debate in this area, that bilingual/ESL education is more often a political issue than an educational issue, and that the way that a particular school (or district) is doing things is not the only way to do it. It is important to alert them to the fact that there are options, and if they don't like the way things are being done, it may not be that they are wrong, but that there is something wrong with the program.



1.9 Activity: Creating a Web

Paraeducators will participate in an activity which will help further their understanding of program models by creating webs, easy ways to discover similarities, differences, and other information about a topic.



1.9.1 Steps

- Divide the class into small groups.
- Distribute the **Program Models: Flow Chart** and **Program Models: Venn Diagram** handouts (H3/H4).
- Have the groups first complete the **Program Models: Flow Chart (H3)** by:
 - ↳ Writing a fact which is true of all bilingual/ESL models at the top,
 - ↳ Then writing specific program models (ESL Pull-Out, Two-Way, etc.) in each of the four spaces below, and finally
 - ↳ Writing facts which are true about one of these program models.
- Next have the groups complete the **Program Models: Venn Diagram (H4)** by:
 - ↳ Writing facts exclusive to bilingual and ESL program models in the appropriate place, and
 - ↳ Then writing facts that are common to both bilingual and ESL programs where the circles overlap.
- When finished, have the groups share their webs with the class.



Goal 2: Know ESL and/or bilingual models and philosophies being used in schools.



2.1 Activity: School Models

Paraeducators will participate in an activity identifying and assessing their particular school programs.



2.1.1 Steps

- Divide the class into groups by district or building.
- Present the **Questions About Program Models** transparency (T5) and have each group answer the questions.
- Have one person from each group share the group's responses with the class.
- On their own, have the participants complete **ESL and Bilingual Models and Philosophies (R5)**, incorporating the conclusions from this activity.



2.2 Assignment: Further Reflections

Have participants think about what their personal philosophy for bilingual education is. Have them articulate their philosophy on **My Philosophy (R6)**.

Participants may also describe an ideal program based on a scenario provided by you. If they choose this option, they will need to write about what the ideal program would look like, taking into account such factors as materials, teachers, student population, etc. and record this on **My Philosophy (R6)**.

Moudle B Handouts

Module B: Program Models

1. Know the types of programs available to meet the needs of English language learners.
2. Know ESL and/or bilingual models and philosophies being used in schools.

ESL and Bilingual Program Models

Children from families in which English is not the language of the home represent a rapidly increasing percentage of students enrolled in U.S. schools. Language minority students can be found in schools across the country, not just those in large cities or in areas near the U.S.-Mexican border. All schools must be prepared to meet the challenge of an increasingly diverse student population, including many students who are not proficient in English.

The effectiveness of various program models for language minority students remains the subject of controversy. Although there may be reasons to claim the superiority of one program model over another in certain situations (Collier 1992; Ramirez, Yuen, and Ramey 1991), a variety of programs can be effective. The choice should be made at the local level after careful consideration of the needs of the students involved and the resources available.

Factors to Consider in Selecting a Program Model

It is critical to consider several variables that will ultimately influence the type of program most likely to be appropriate and effective in a given situation.

- ***District or school demographics.*** While some districts have a large population of students from a single language background, others have several large groups of students, each representing a different home language. Still others may have small numbers of students from as many as 100 different language backgrounds scattered across grade levels and schools. The total number of language minority students, the number of students from each language background, and their distribution across grades and schools will influence the selection of the type of program to meet the needs of district students (McKeon, 1987).
- ***Student characteristics.*** Some language minority students enter U.S. schools with strong academic preparation in their native language that may equal or surpass that of their grade-level peers in the United States. Others, however, may arrive in this country with little or no school experience. Social, economic, and cultural factors in their home country may have interrupted their schooling—if, indeed, they attended school at all. The needs of these students are clearly much different from those of students with a solid academic background (McKeon, 1987).
- ***District or school resources.*** Districts that have had a significant language minority enrollment for many years will likely have teachers, aides, and administrators trained to work with students who have limited English proficiency. They may be able to draw on a large pool of bilingual personnel in the community to

ESL and Bilingual Program Models (continued)

staff bilingual programs. Other districts, faced with a sudden influx of students from one or more unfamiliar language backgrounds, may have to scramble to find qualified teachers or volunteers.

Material resources will also influence the type of program that a district or school may be able to provide. Districts with declining enrollments may have classroom space available for magnet programs or ESL (English as a second language) resource centers. Other districts may be so overcrowded they cannot even find a classroom to accommodate ESL pull-out classes (McKeon, 1987).

ESL Program Models

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students.

- ***ESL pull-out*** is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some districts employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.
- ***ESL class period*** is generally used in middle school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.
- ***The ESL resource center*** is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

Bilingual Program Models

All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers must be proficient in both English and the

ESL and Bilingual Program Models (continued)

students' home language.

- **Early-exit bilingual programs** are designed to help children acquire the English skills required to succeed in an English-only mainstream classroom. These programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade. The choice of an early-exit model may reflect community or parental preference, or it may be the only bilingual program option available in districts with a limited number of bilingual teachers.
- **Late-exit programs** differ from early-exit programs "primarily in the amount and duration that English is used for instruction as well as the length of time students are to participate in each program" (Ramirez, Yuen, & Ramey, 1991). Students remain in late-exit programs throughout elementary school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as fluent-English-proficient.
- **Two-way bilingual programs**, also called developmental bilingual programs, group language minority students from a single language background in the same classroom with language majority (English-speaking) students. Ideally, there is a nearly 50/50 balance between language minority and language majority students. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Native English speakers and speakers of another language have the opportunity to acquire proficiency in a second language while continuing to develop their native language skills. Students serve as native-speaker role models for their peers. Two-way bilingual classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Other Program Models

Some programs provide neither instruction in the native language nor direct instruction in ESL. However, instruction is adapted to meet the needs of students who are not proficient in English.

- **Sheltered English or content-based programs** group language minority students from different language backgrounds together in classes where teachers use English

ESL and Bilingual Program Models (continued)

as the medium for providing content area instruction, adapting their language to the proficiency level of the students. They may also use gestures and visual aids to help students understand. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

- **Structured immersion programs** use only English, but there is no explicit ESL instruction. As in sheltered English and content-based programs, English is taught through the content areas. Structured immersion teachers have strong receptive skills in their students' first language and have a bilingual education or ESL teaching credential. The teacher's use of the children's first language is limited primarily to clarification of English instruction. Most students are mainstreamed after 2 or 3 years.

Characteristics of an Effective Program

Researchers have identified a number of attributes that are characteristic of effective programs for language minority students.

- Supportive whole-school contexts (Lucas, Henz, & Donato, 1990; Tikunoff et al., 1991).
- High expectations for language minority students, as evidenced by active learning environments that are academically challenging (Collier, 1992; Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
- Intensive staff development programs designed to assist ALL teachers (not just ESL or bilingual education teachers) in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).
- Expert instructional leaders and teachers (Lucas, Henze, and Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991; Tikunoff et al., 1991).
- Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).
- Organization of the instruction of basic skills and academic content around thematic units (Garcia, 1991).
- Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).
- Teachers with a high commitment to the educational success of all their students (Garcia, 1991).
- Principals supportive of their instructional staff and of teacher autonomy while

ESL and Bilingual Program Models (continued)

maintaining an awareness of district policies on curriculum and academic accountability (Garcia, 1991).

- Involvement of majority and minority parents in formal parent support activities (Garcia, 1991).

Conclusion

Successful program models for promoting the academic achievement of language minority students are those that enable these students to develop academic skills while learning English. The best program organization is one that is tailored to meet the linguistic, academic, and affective needs of students; provides language minority students with the instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of district and community resources.

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This Digest is based on an article published in the August 1993 issue of *Streamlined Seminar* (Volume 12, Number 1), the newsletter of the National Association of Elementary School Principals (NAESP). For information on *Streamlined Seminar* or NAESP, write NAESP, 1615 Duke Street, Alexandria, VA 22314-3483. The author acknowledges the assistance of Denise McKeon of the National Clearinghouse for Bilingual Education in the preparation of this report.

This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Dept. of Education, under contract no. RR93002010. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

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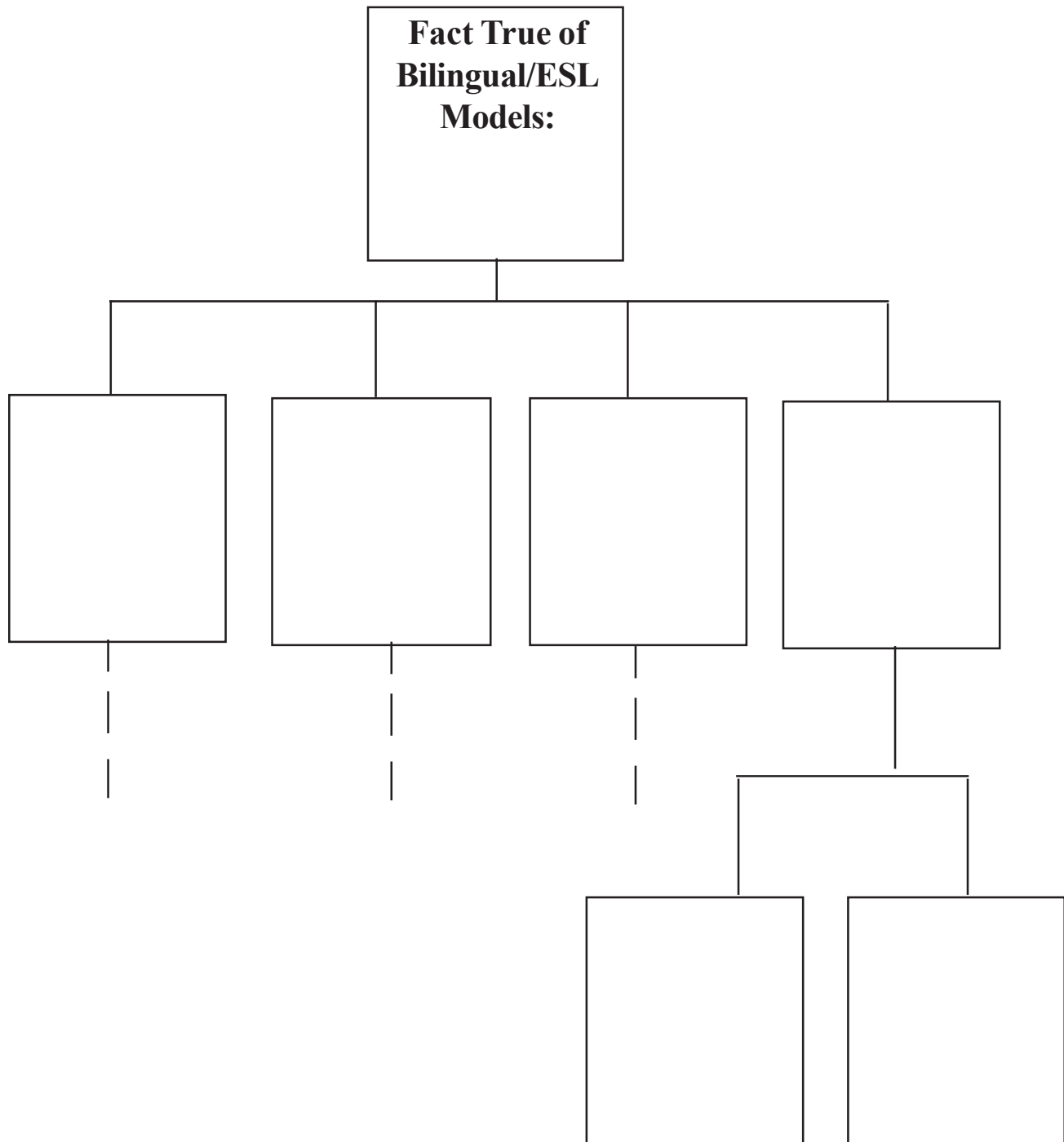


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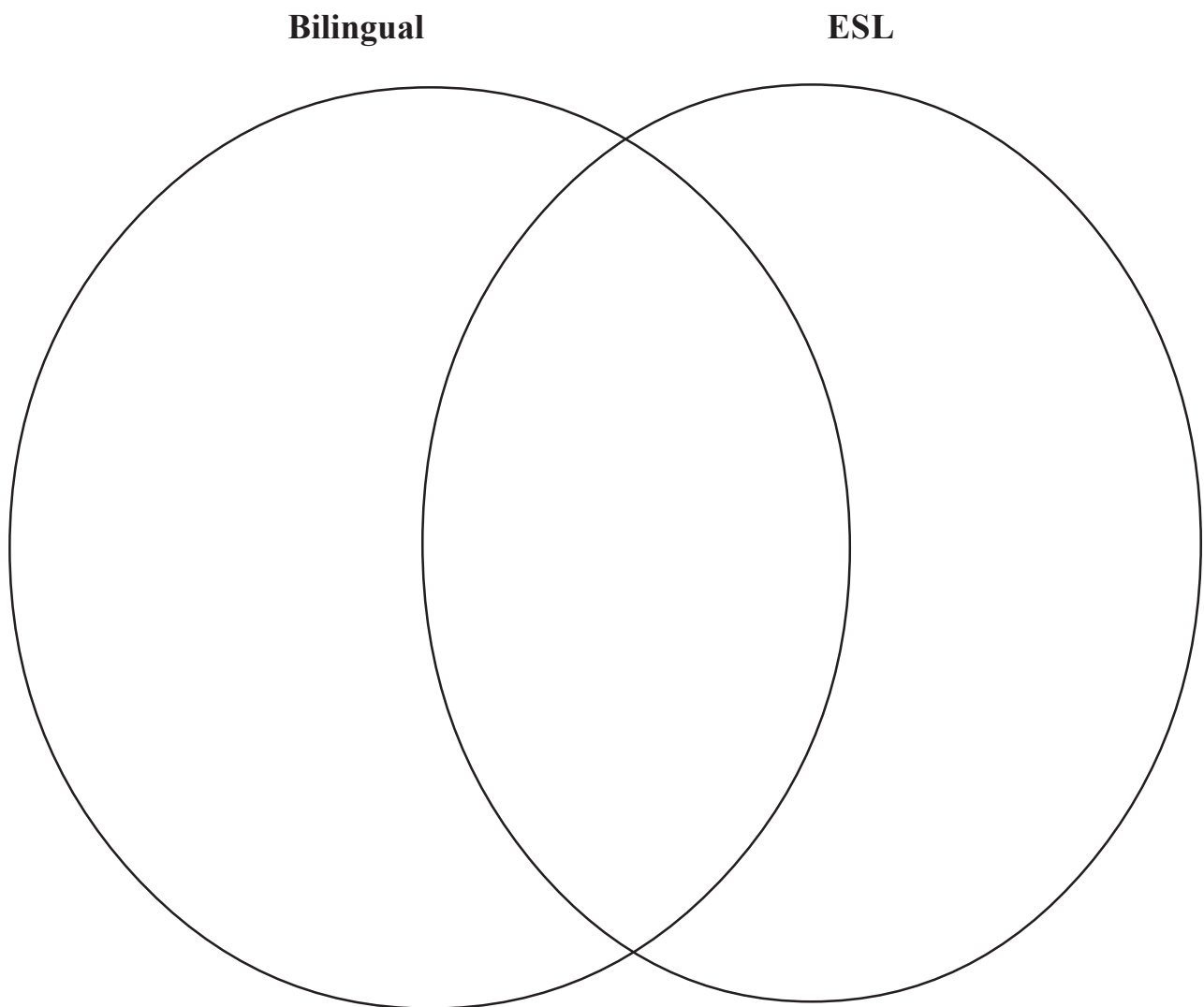
Jeanne Rennie, ERIC Clearinghouse on Languages and Linguistics

*Source: <http://www.cal.org/ericcll/digest/rennie01.html>

Program Models: Flow Chart



Program Models: Venn Diagram



Module B Transparencies

Module B: Program Models

OrBlnB-T1



- ***Know the types of programs available to meet the needs of English language learners.***
- ***Know ESL and/or bilingual models and philosophies being used in school.***

Bilingual Program Models

OrBlngB-T2



- *All bilingual program models use the students' home language, in addition to English, for instruction.*
- *These programs are most easily implemented in districts with a large number of students from the same language background.*
- *Students in bilingual programs are grouped according to their first language, and teachers must be proficient in both English and the students' home language.*
 - *Early-Exit Program*
 - *Late-Exit Program*
 - *Two-Way Program*

Source: J.Rennie. 1993 ESL and Bilingual Programs Eric Clearinghouse on Language and Linguistics.

ESL Program Models

OrBlngB-T3



- *ESL programs are likely to be used in districts where the language minority population is very diverse and represents many different languages.*
- *ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students.*
 - *ESL Pull-Put Program*
 - *ESL Class Period*
 - *ESL Resource Center*

Source: J.Rennie. 1993 ESL and Bilingual Programs Eric Clearinghouse on Language and Linguistics.

Other Program Models

OrBlngB-T4



- *Some programs provide neither instruction in the native language nor direct instruction in ESL. However, instruction is adapted to meet the needs of students who are not proficient in English.*

- *Sheltered English or Content-Based Programs*
- *Structured Immersion Programs*

Source: J.Rennie. 1993 ESL and Bilingual Programs Eric Clearinghouse on Language and Linguistics.

Questions About Program Models

OrBlngB-T5



- *Can you identify the program(s) in your district, school, and/or classroom?*
- *Which programs are used?*
- *What factors (school demographics, students characteristics, resources, etc.) do you think influenced school officials to select the specific program(s) being used?*
- *Why do you think this (these) program(s) exists in your district and/or school?*
- *What is your opinion of the program and its philosophy?*

Module C: Culture in The Classroom

Orientation to Bilingual Education

Module C: Culture in The Classroom



A. Module Goals

Using the **Module C: Culture in The Classroom** handout and transparency (H1/T1), review the goals of the module.

1. Know the relationship between culture and schooling.
2. Define culture and understand ways in which culture may be viewed.
3. Know how cultural differences affect teaching and learning.
4. Know techniques to ease newcomers into the routine of class.



Goal 1: Know the relationship between culture and schooling.



1.1 Discussion: Aspects of Culture

Paraeducators will participate in an activity which will provide a better understanding of culturally and linguistically diverse people, including the families of their students and perhaps their co-workers.



1.1.1 Steps

- Ask participants to provide examples of different languages and cultures they work with.
- Record their answers on a transparency or chart paper and set it aside.



1.1.2 Discussion: Aspects of Culture

Present the **Aspects of Culture** handout (H2). For now, instruct the participants to disregard all but the first column. Engage the participants in a brief discussion regarding the ways in which these nine aspects of culture vary across the world, asking the participants to provide examples.

- Family Structures
 - Roles and Interpersonal Relationships
 - The Life Cycles
 - Discipline
 - Time and Space
 - Religion
 - Food
 - Health and Hygiene
 - History, Traditions, Holidays
-
- Have the participants individually reflect on some of the questions provided for each of the aspects. Have them respond to only one or two of the questions, whichever they choose, recording their answers in the *What is True of Me* column.
 - When finished, have the participants get with a partner and discuss the questions.
 - From this discussion, have the participants begin to fill in the *What is True of Others* column.
 - When finished, ask the participants to provide examples of similarities and differences that they discovered for each aspect, adding their response to

the list made at the beginning of the activity.



Note to Instructor: This activity may also be done using the graphic organizer in the **Circles of Our Multi-Cultural Selves** handout (**H3**). If you choose to use this format, first demonstrate to the participants by completing the organizer yourself. Then, have the participants complete it on their own, sharing their finished organizers in small groups.



1.2 Activity: Look at the Picture

Paraeducators will participate in an activity which provides an opportunity to reflect upon their own prejudices.



1.2.1 Steps

- Present the **Picture** transparencies (**T2/T3/T4/T5/T6/T7/T8/T9/T10/T11/T12/T13/T14/T15/T16/T17**), featuring people who represent various cultures, occupations, abilities and disabilities, genders, work environments, levels of wealth, family situations, homes, and people using various forms of transportation. You may choose the number of transparencies you want to use.
- Distribute the **Impressions** handout (**H4**). Have the participants complete the form, one transparency at a time, as follows:
 - ↳ Column A
 - ⇒ Have the participants list their initial perceptions of who the person is or what they can tell about the person just from looking at the picture.
 - ⇒ Have the participants briefly discuss their first impressions with a partner.
 - ⇒ Have the participants return to the transparency.
 - ↳ Column B
 - ⇒ Have the participants list any changes to their original perceptions, or additional possibilities about the person in the picture.
 - ⇒ When finished, provide “correct” answers for each transparency used. You may want to approach this by first asking questions like, “What do you think this person does for a living?” or “How wealthy is the family this person comes from?” or “Would this person make a good friend?” Next, have the participants share what their perceptions

were. Lastly, read the “correct” answer.

“Correct” Identifications for Pictures

1. Drug dealer transacting a cocaine deal in Hollywood.
2. CEO of a hi-tech online company that sells baby furniture.
Also, the father of a son studying at Harvard.
3. Feminist leader who runs an abortion clinic.
4. Kindergarten teacher and volunteer handyman at safe home for battered women.
5. Ballroom dancing champions and stockbrokers on Wall Street.
6. A welder by trade, dressed up to go to nephew’s Bar Mitzvah.
7. An activist visiting the construction site of a high rise office building in Chicago.
8. Boy attending veterinary summer camp for kids who want to become veterinarians.
9. Young wheelchair athletes smiling after placing 1st in a wheelchair tennis competition.
10. A marine archeologist doing a research project on treasures lost in the Indian Ocean during the 1800s.
11. Two children in an orphanage.
12. Principal’s son waiting for his dad to take him to soccer practice.
13. Young woman with mental retardation gaining work experience in a job shadow program working with young children.
14. A gifted student who plays classical cello and attended music camp last summer. He wants to be a rock star.
15. Physicist and author of many books.
16. Blind medical student studying for his state licensing exam.



Column C

⇒ Have the participants record the “correct” answers.



1.2.2 Discussion: Perceptions and Prejudices

Lead a discussion about perceptions and prejudices. Referring to the “correct” indentifications of the pictures, emphasize that people may make initial judgments about a person based on their own prejudices or personal experiences, but that some of those judgments might not be accurate.

Pose the following questions to the group, asking for a response from each participant:

- ↳ Regarding Column A:
 - ⇒ What made you make the original assumption you did (physical characteristics, past experiences with persons from this culture)?
- ↳ Regarding Column B:
 - ⇒ What factors from the activity caused you to change your mind about some of the people?
 - ⇒ Did the correct answer surprise you?

*Source: Adapted from Peregoy, S. 1993. Reading Writing and Learning in ESL.



Goal 2: Define culture and understand ways in which culture may be viewed.



2.1 Lecture: Defining Culture

Present and review the **What Is Culture** handout (H5). Culture may be defined as the shared beliefs, values, and rule-governed patterns of behavior that define a group and are required for group membership (Goodenough, 1981; Saville-Troike, 1978). Culture comprises three essential aspects:

- What people know and believe,
- What people do, and
- What people make and use.

Every child is born into the culture of a particular group of people, and through the culture's child-rearing practices, every child is socialized, to a greater or lesser extent, toward becoming first a "good boy" or "good girl" and ultimately a "good man" or "good woman" in the eyes of the culture. Culture may be thought of as the acquired knowledge people use both to interpret experience and generate behavior (Spradley, 1980).



2.2 Lecture: Aspects of Culture

Present and review the **Different Aspects of Culture** transparency (T18). Instruct the participants to think about the following questions during the lecture:

- What is the culture (or norms) of school?
- What is the culture in your school?
- What culture do kids come with?

Emphasize the importance of knowing the students and their culture.

- Ideal Culture
 - ↳ That which people believe they ought to do.
 - ↳ Expressed in proverbs, stories, myths, jokes, rituals, and conversation.
- Real Culture
 - ↳ The way people actually behave.
 - ↳ Expressed in deviation, failure, or complaints.
- Explicit Culture
 - ↳ The observable elements of a specific culture.
 - ↳ Recognized in terms such as style of dress, speech, use of tools, types of houses, and concrete behavior.

- Implicit Culture
 - ↳ The hidden or unconscious elements of a specific culture.
 - ↳ Recognized in areas such as values, attitudes, fears, religious, and spiritual beliefs, etc.
 - ↳ That which is beneath the surface or taken for granted.

In order to learn about your students through personal interactions, you may need to use various skills in observing and interpreting their behavior. One procedure to help focus your observation is to keep a journal concerning what the student is doing, in which you jot notes at the end of each day.

- Does the student understand basic school rules, such as hand raising?
- Is the student starting to form friendships?
- What activities does the student seem to be happiest doing: small-group activities, individual seatwork, listening to stories, or drawing pictures?
- In which activities is the student reluctant?

By observing in which activities the student feels more comfortable, you may begin to plan so that the student has frequent opportunities to participate in them. In this way, you may begin to build a positive attitude toward what may as yet be an alien environment: *school*.

The predominant approach to instruction in some countries is to emphasize memorization of information rather than problem-posing or open-ended learning activities. If this was the case in the student's country of origin, the student previously may have been rewarded for taking a passive learning role. The family may also have expected the student to assume that role. The student's adjustment to a more active role may be more easily facilitated if you are aware of the different traditions which have enabled the student to survive in the previous academic environment. For example, whether the student experienced small- or large-group instruction, whether time schedules and attendance requirements have been strict or lax, whether there has been an emphasis on oral or written work, and whether there has been a cultural bias toward cooperation or competition and interdependence, gender roles, etc. will all make a difference.

*Source: Cross Cultural Resource Center Dept. of Anthropology, California State University, Sacramento 1979.

After the lecture, have the participants complete **Culture (R7)** in their workbooks.



Goal 3: Know how cultural differences affect teaching and learning.



3.1 Lecture: Culture Affects Teaching and Learning

Styles of nonverbal communication are an important aspect of cultural identity. In communicating with each other, culture-groups attach different meanings to types of body movement, spatial distance, eye contact, and emotional tone. The significance of a laugh, a pat on the shoulder, or a hug can be quite different depending on the cultural background of the person interpreting it. What message, for example, does a Chamorro student convey with the up-and-down motion of the eyebrows? (Among the Chamorros of Guam, raising the eyebrows and tilting the head back slightly indicate recognition of a person's presence. It is a silent hello.) Knowledge of such nonverbal codes strongly affects the outcomes of intercultural communication between the subculture of the home and the subculture of the school.

One aspect of culture that can affect teaching and learning has to do with the ways you use language during instruction. Early on, difficulties may arise from a lack of common language. However, communication difficulties may continue after students have acquired the basics of English if the student and teacher are following different sociocultural rules about how to use language (Cazden, 1986).

Teachers and paraeducators need to recognize the knowledge that students bring with them into the classroom. Emphasize the two basic needs to consider (if the participants haven't already mentioned them):

1. Safety and security, and
2. A sense of belonging.

By paying close attention to these basic needs, you lay the foundation for meeting your students' self-esteem needs and for growth in language and academic abilities.

*Source: Adapted from Peregoy, S. 1993. Reading Writing and Learning in ESL.



3.2 Assignment: Getting To Know Your Student

Have the participants complete the **Getting To Know Your Student (R8)** by observing or asking the following questions of a student that they work with

- What it is like to learn English in school?
- What is the hardest part?
- What has been fun, if anything?

- Which activities, materials, and activities seem to work best for the student?



Note to Instructor: This assignment is optional.



Goal 4: Know techniques to ease newcomers into the routine of class.



4.1 Activity: Media Communication

Paraeducators will participate in an activity listing strategies/activities in making students feel welcome in schools.



4.1.1 Steps

- Ask the participants to provide examples of things they are currently doing to make the students feel welcome.
- Divide the class into small groups so they can discuss these different activities and techniques.
- Distribute pieces of paper with the names of different media categories. For example: newspaper, TV news, TV interview, radio commercial, or radio announcer.
- Have the groups report the activities and techniques their group discussed to the class in the style of one of the media categories.
- When finished, have participants compare and combine the activities and techniques discussed.
- Have the participants complete **Techniques and Activities (R9)**.



4.1.2 Discussion: Techniques and Activities

If the participants do not suggest them on their own, review the examples of activities and techniques below.

- Welcome the student with a smile and a warm greeting. Remember that how you say what you say often makes the greatest impact. Paraeducators are great since they can make the child feel important. They are able to help each child recognize and believe that she/he has something unique to contribute.
- Establish a “Welcome Wagon” Program. As a class project, prepare to welcome new students with a basket, bag or backpack that contains educational materials. It should include a class dictionary with commonly used words and phrases; school supplies; map of the school and the area, etc.
- Make a point of learning and correctly pronouncing and learning the student’s name. Practice the student’s first and last names until you have mastered them. Remember, you only have a couple of new

words to learn while the LEP student has thousands. Ask the student the name he/she prefers. Because names have a great personal and emotional impact, don't shorten or change names just to make them easier for you to pronounce.

- Identify a classmate who can serve as the student's Peer Support Partner (PSP). A PSP or personal buddy can accompany the newcomer throughout the day's routine to make sure he or she knows where to find such essentials as the bathroom, the cafeteria, and the bus stop. A new student needs to learn not only where things are but also various rules for using them. For example, each school has its own rules on how to line up and collect lunch at the cafeteria, where to sit, how to behave, and when to leave. Furthermore, there are culturally specific rules on how to eat particular kinds of food, rules that we take for granted but that may be totally foreign to a new arrival. The support partner system helps the child through the initial days, alleviating the anxieties and embarrassment that are bound to occur.
- Follow predictable routines in your daily classroom schedule. Predictability in routine creates a sense of security for all students, but it is especially important for students who are new to the language and culture of the school.
- Invite the student to be the class messenger. This position of importance will give the student confidence, a sense of belonging, and an identity.

*Source: Adapted from the Handbook on Planning for Limited English Proficient (LEP) Student Success, 1997.



4.2 Discussion: Respect My Child

Present the **Respect My Child: He Has a Right to Be Himself** handout (H6). Read through it with the participants. Discuss any questions the participants may have.

Module C Handouts

Module C: Culture in The Classroom

1. Know the relationship between culture and schooling.
2. Define culture and understand ways in which culture may be viewed.
3. Know how cultural differences affect teaching and learning.
4. Know techniques to ease newcomers into the routine of class.

Aspects of Culture

Aspect of Culture and Questions	What is True of Me	What is True of Others
Family Structures <ul style="list-style-type: none"> ■ What constitutes a family? ■ Who among these or others live in one house? ■ What are the rights and responsibilities of each family member? ■ What is the hierarchy of authority? ■ What is the relative importance of the individual family member in contrast to the family as a whole? 		
Roles and Interpersonal Relationships <ul style="list-style-type: none"> ■ What roles are available to whom, and how are they acquired? ■ Is education relevant to learning these roles? ■ How do the roles of girls and women differ from those of boys and men? ■ How do people greet each other? ■ What forms of address are used between people of differing roles? ■ Do girls work and interact with boys? ■ Is it proper? ■ How is deference shown and to whom and by whom? 		
Life Cycles <ul style="list-style-type: none"> ■ What rites of passage are there? ■ What behaviors are considered appropriate for children of different ages? ■ How might these conflict with behaviors taught or encouraged in school? ■ How is the age of the children computed? ■ What commemoration is made of the child's birth, if any, and when? 		

Aspects of Culture

(continued)

Aspect of Culture and Questions	What is True of Me	What is True of Others
Discipline <ul style="list-style-type: none"> ■ What is discipline? ■ What counts as discipline and what doesn't? ■ Which behaviors are considered socially acceptable for boys vs. girls at different ages? ■ Who or what is considered responsible if a child misbehaves? The child? The parent? Older siblings? The environment? Or is blame ascribed? ■ Who has authority over whom? ■ To what extent can one person impose his or her will on another? ■ How is behavior traditionally controlled? ■ To what extent and in what domains? 		
Time and Space <ul style="list-style-type: none"> ■ How important is punctuality? ■ How important is speed in completing a task? ■ Are there restrictions associated with certain seasons? ■ What is the spatial organization of the home? ■ How much space are people accustomed to? ■ What significance is associated with different locations or directions, including north, south, east, west? 		
Religion <ul style="list-style-type: none"> ■ What restrictions are there concerning topics that should not be discussed in school? ■ Are dietary restrictions to be observed, including fasting on particular occasions? ■ When are these occasions? ■ What restrictions are associated with death and the dead? 		

Aspects of Culture (continued)

Aspect of Culture and Questions	What is True of Me	What is True of Others
Food <ul style="list-style-type: none"> ■ What is eaten? ■ In what order and how often is food eaten? ■ Which foods are restricted? ■ Which foods are typical? ■ What social obligations are there with regard to food giving, reciprocity, and honoring people? ■ What restrictions or prescriptions are associated with handling, offering, or discarding food? 		
Health and Hygiene <ul style="list-style-type: none"> ■ How are illnesses treated and by whom? ■ What are considered to be the causes? ■ If a student were involved in an accident at school, would any of the common first aid practices be considered unacceptable? 		
History, Traditions, Holidays <ul style="list-style-type: none"> ■ Which events and people are a source of pride for the group? ■ To what extent does the group in the United States identify with the history and traditions of the country of origin? ■ What holidays and celebrations are considered appropriate for observing in school? ■ Which ones are appropriate only for private observance? 		

* Source: Adapted from Reading, Writing, and Learning in ESL, Peregoy, S., Boyle, O., 1997

Circles of Our Multi-Cultural Selves

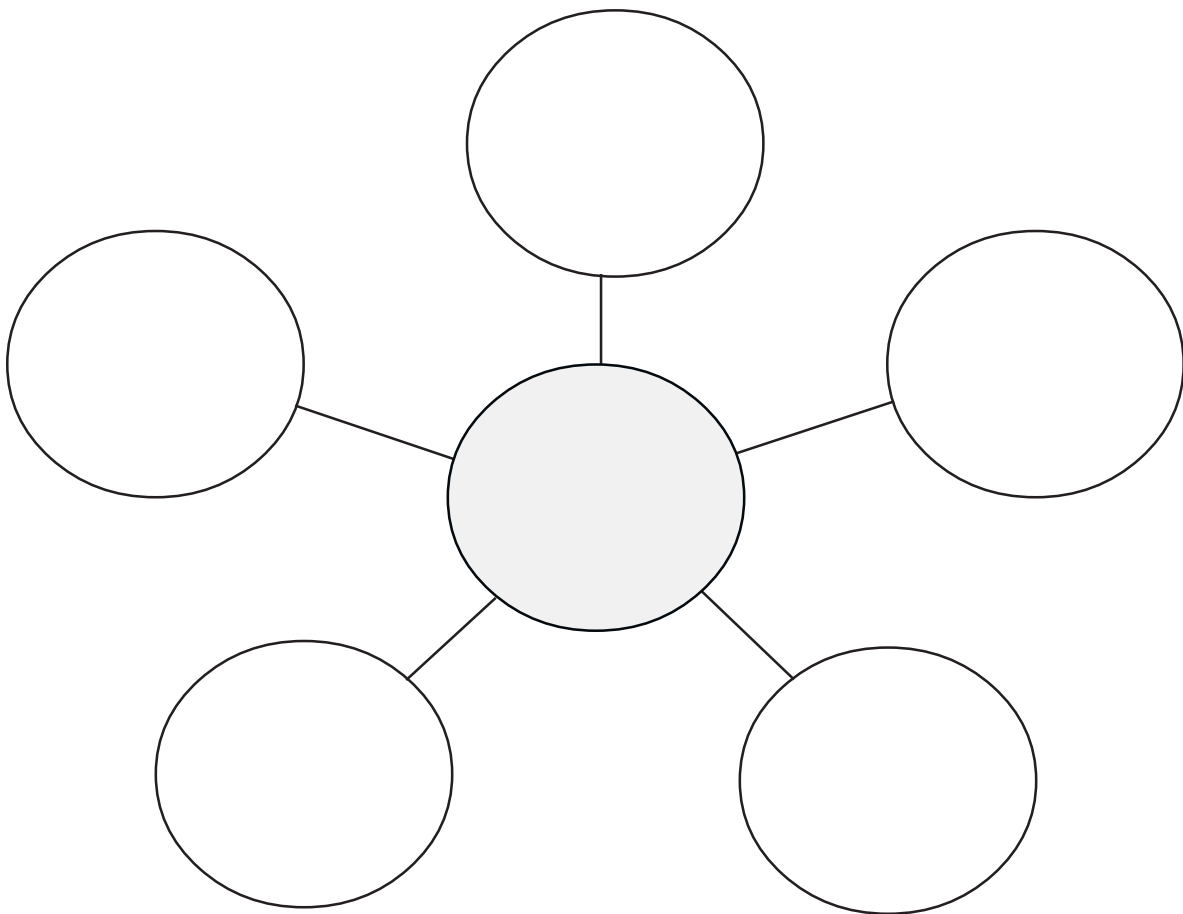
Seeing Ourselves in More Than One Circle

Directions:

1. Write your name in the center circle.
2. In the smaller circles, write the names of five groups with which you identify.

For possible sharing:

3. Think about a time when you felt very proud to be a member of a group circle.
4. Think about a time when it felt very painful to be a member of a certain group circle.
5. What is one thing you wish people would never say about your group?



Impressions

Directions: For each picture you are shown:

- Fill in the Picture number from the transparency shown.
- In Column A, list your initial perceptions of who the person is or what you can tell about the person just from looking at the picture.
- In Column B, list any changes to your original perceptions, or additional possibilities about the person in the picture, based on conversations with a partner.
- In Column C, record the “correct” answers.

[illegible]

What Is Culture?

Culture may be defined as the shared beliefs, values, and rule-governed patterns of behavior that define a group and are required for group membership (Goodenough, 1981; Saville-Troike, 1978). Culture comprises three essential aspects:

- What people know and believe,
- What people do, and
- What people make and use.

Every child is born into the culture of a particular group of people, and through the culture's child-rearing practices every child is socialized, to a greater or lesser extent, toward becoming first a "good boy" or "good girl" and ultimately a "good man" or "good woman" in the eyes of the culture. Thus, culture may be thought of as the acquired knowledge people use both to interpret experience and generate behavior (Spradley, 1980).

Respect My Child: *He Has A Right To Be Himself*

The following letter appeared as an article in the *NORTHIAN NEWSLETTER*. It was submitted by Surrey School trustee Jock Smith, who is an educational counselor for the Department of Indian Affairs. It is a moving document and was written by the mother of an Indian child, in the form of an open letter to her son's teacher.

Dear Teacher:

Before you take charge of the classroom that contains my child, please ask yourself why you are going to teach Indian children. What are your expectations? What rewards do you anticipate? What ego-needs will our children have to meet?

Write down and examine all the information and opinions you possess about Indians. What are the stereotypes and untested assumptions that you bring with you into the classroom? ***How many negative attitudes towards Indians will you put before my child.***

What values, class prejudices and moral principles do you take for granted as universal? Please remember that "different from" is not the same as "worse than" or "better than," and the yardstick you use to measure your own life satisfactorily may not be appropriate for their lives.

The term "culturally deprived" was invented by well-meaning middle-class whites to describe something they could not understand.

Too many teachers, unfortunately, seem to see their role as rescuer. My child does not need to be rescued; he does not consider being Indian a misfortune. He has a culture, probably older than yours; he has meaningful values and a rich and varied experiential background. However strange or incomprehensible it may seem to you, you have no right to do or say anything that implies to him that it is less than satisfactory.

Our children's experiences have been different from those of the "typical" white middle-class child for whom most school curricula seem to have been designed (I suspect that this "typical" child does not exist except in the minds of curriculum writers). Nonetheless, my child's experiences have been as intense and meaningful to him as any child's.

Respect My Child: *He Has A Right To Be Himself* (continued)

Like most Indian children his age, he is competent. He can dress himself, prepare a meal for himself, clean up afterwards, care for a younger child. He knows his Reserve, all of which is his home, like the back of his hand.

He is not accustomed to having to ask permission to do the ordinary things that are part of normal living. He is seldom forbidden to do anything; more usually the consequences of an action are explained to him and he is allowed to decide for himself whether or not to act.

His entire existence since he has been old enough to see and hear has been an experimental learning situation, arranged to provide him with the opportunity to develop his skills and confidence in his own capacities. Didactic teaching will be an alien experience for him.

He is not self-conscious in the way many white children are. Nobody has ever told him his efforts towards independence are cute. He is a young human being, energetically doing his job, which is to get on with the process of learning to function as an adult human being. He will respect you as a person, but he will expect you to do likewise to him.

He has been taught, by precept, that courtesy is an essential part of human conduct and rudeness is any action that makes another person feel stupid or foolish. Do not mistake his patient courtesy for indifference or passivity.

He doesn't speak standard English, but he is in no way "linguistically handicapped." If you will take the time and courtesy to listen and observe carefully, you will see that he and the other Indian children communicate very well, both among themselves and with other Indians. They speak "functional English," very effectively augmented by their fluency in the silent language, the subtle, unspoken communication of facial expressions, gestures, body movement and the use of personal space.

You will be well advised to remember that our children are skillful interpreters of the silent language. They will know your feelings and attitudes with unerring precision, no matter how carefully you arrange your smile or modulate your voice. They will learn in your classroom because children learn involuntarily.

Respect My Child: *He Has A Right To Be Himself* (continued)

What they learn will depend on you.

Will you help my child to learn to read, or will you teach him that he has a reading problem? Will you help him develop problem solving skills, or will you teach him that school is where you try to guess what answer the teacher wants?

Will he learn that his sense of his own value and dignity is valid, or will he learn that he must forever be apologetic and “trying harder” because he isn’t white? Can you help him acquire the intellectual skills he needs without at the same time imposing your values on top of those he already has?

Respect my child. He is a person. He has a right to be himself.

Yours sincerely,
His Mother

Module C Transparencies

Module C: Culture in the Classroom

OrBlngC-T1



- ***Know the relationship between culture and schooling.***
- ***Define culture and understand ways in which culture may be viewed.***
- ***Know how cultural differences affect teaching and learning.***
- ***Know techniques to ease newcomers into the routine of class.***

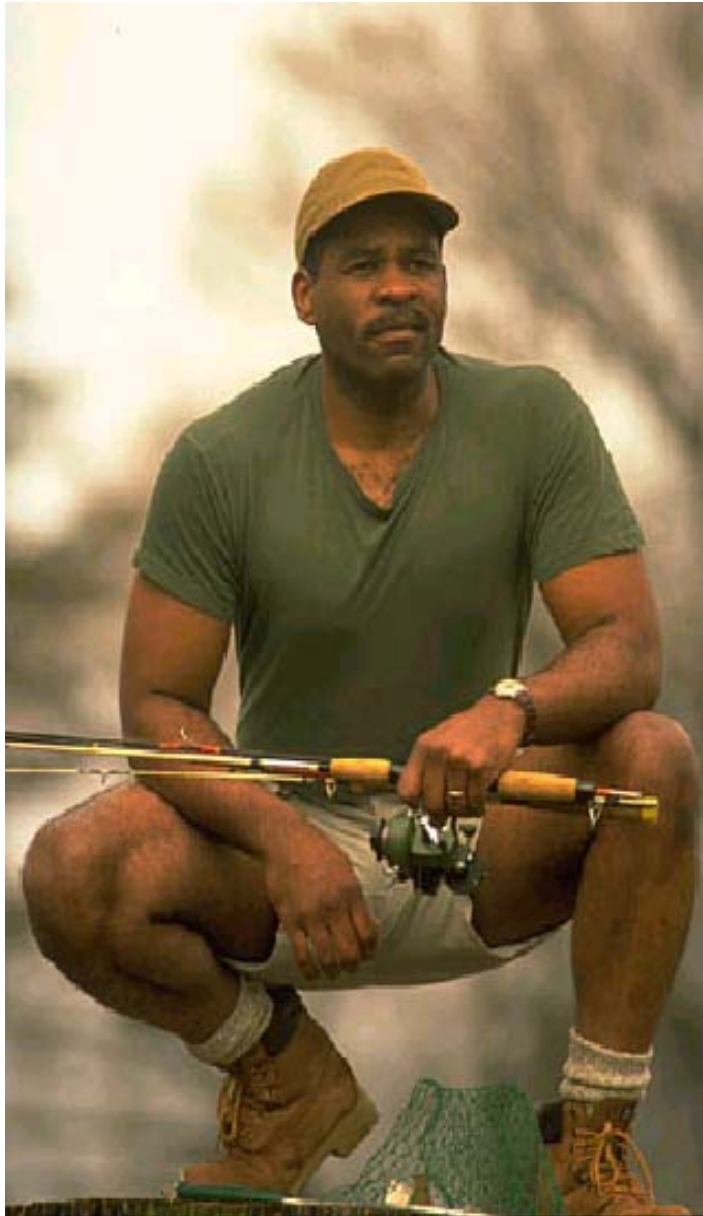
Picture 1

OrBlngC-T2



Picture 2

OrBlngC-T3



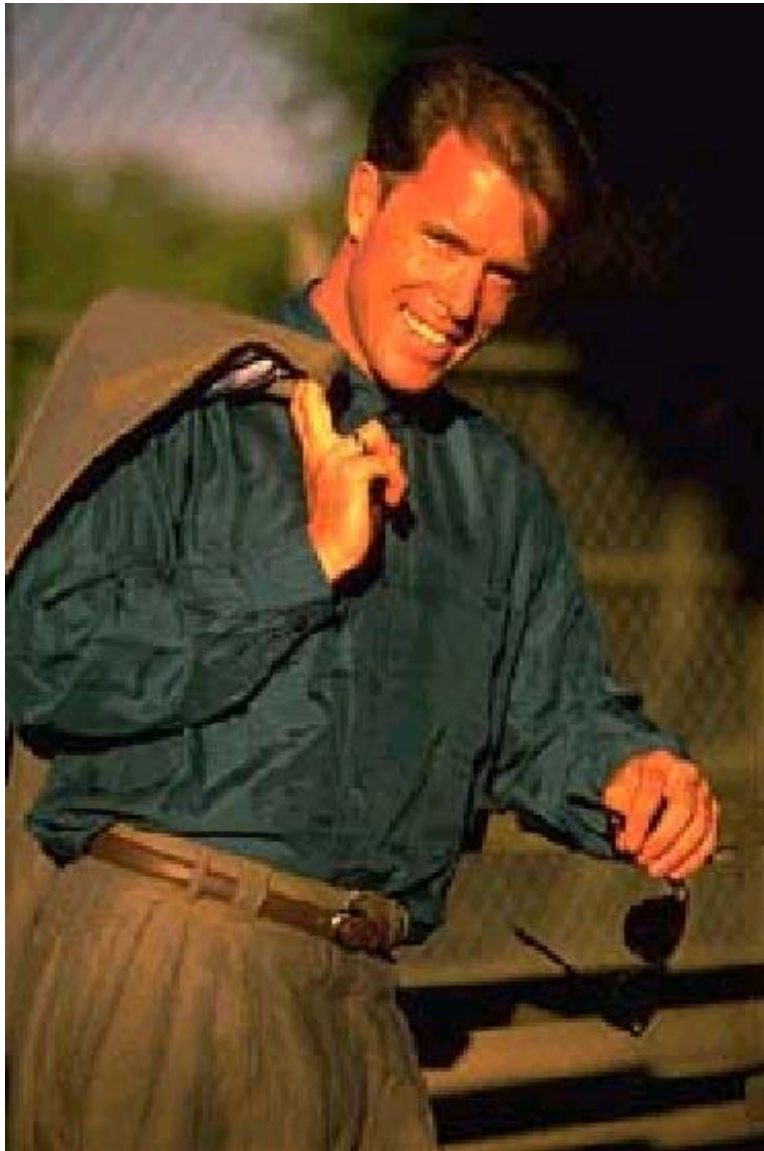
Picture 3

OrBlngC-T4



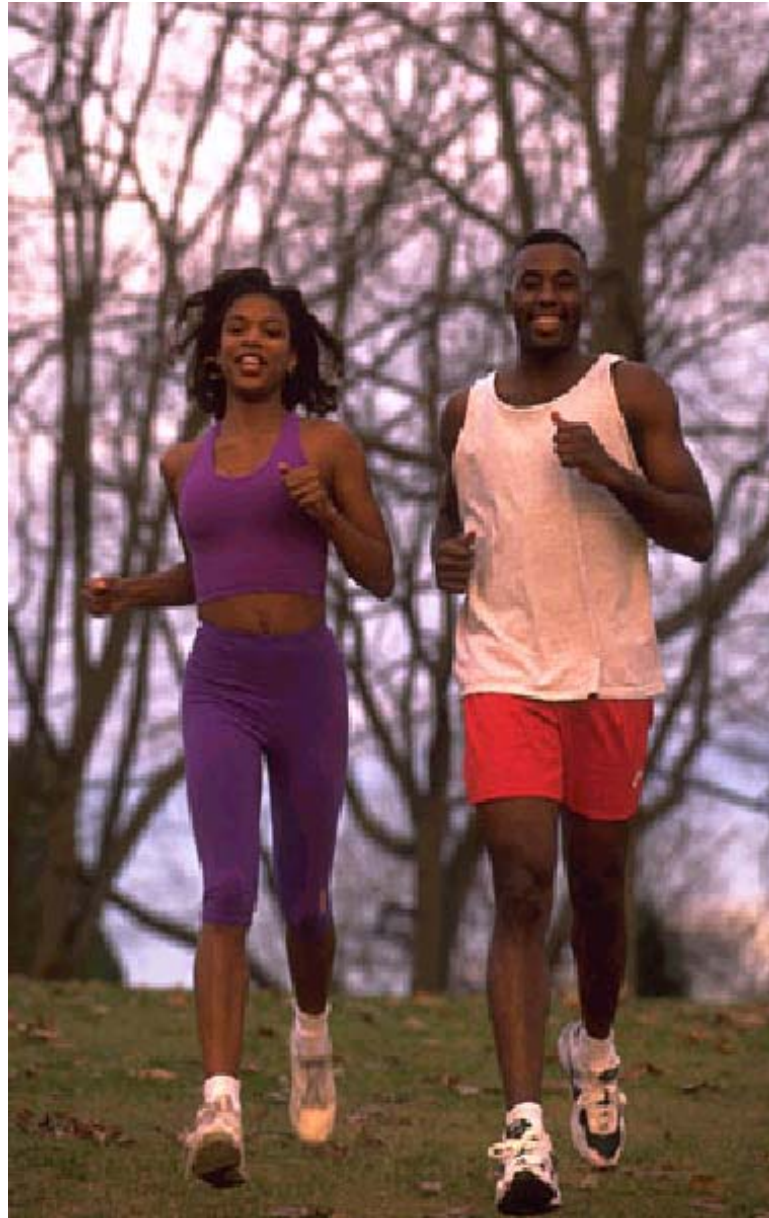
Picture 4

OrBlngC-T5



Picture 5

OrBlngC-T6



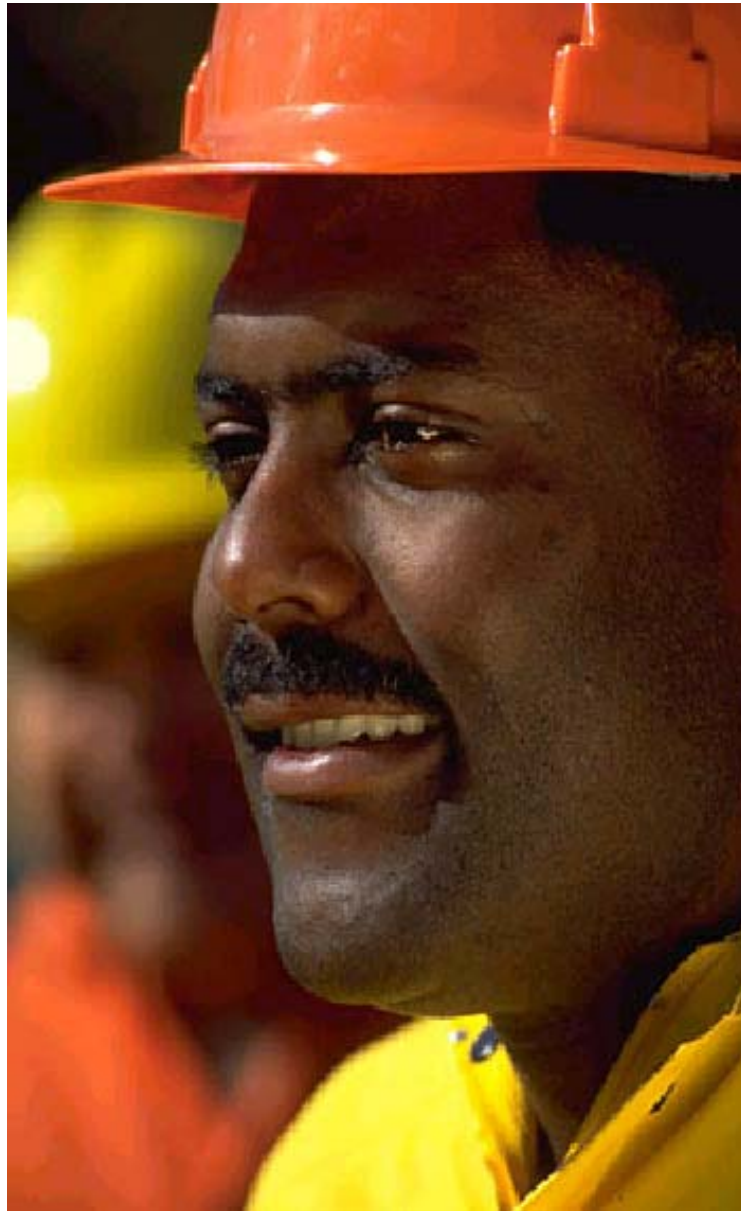
Picture 6

OrBlngC-T7



Picture 7

OrBlngC-T8



Picture 8

OrBlngC-T9



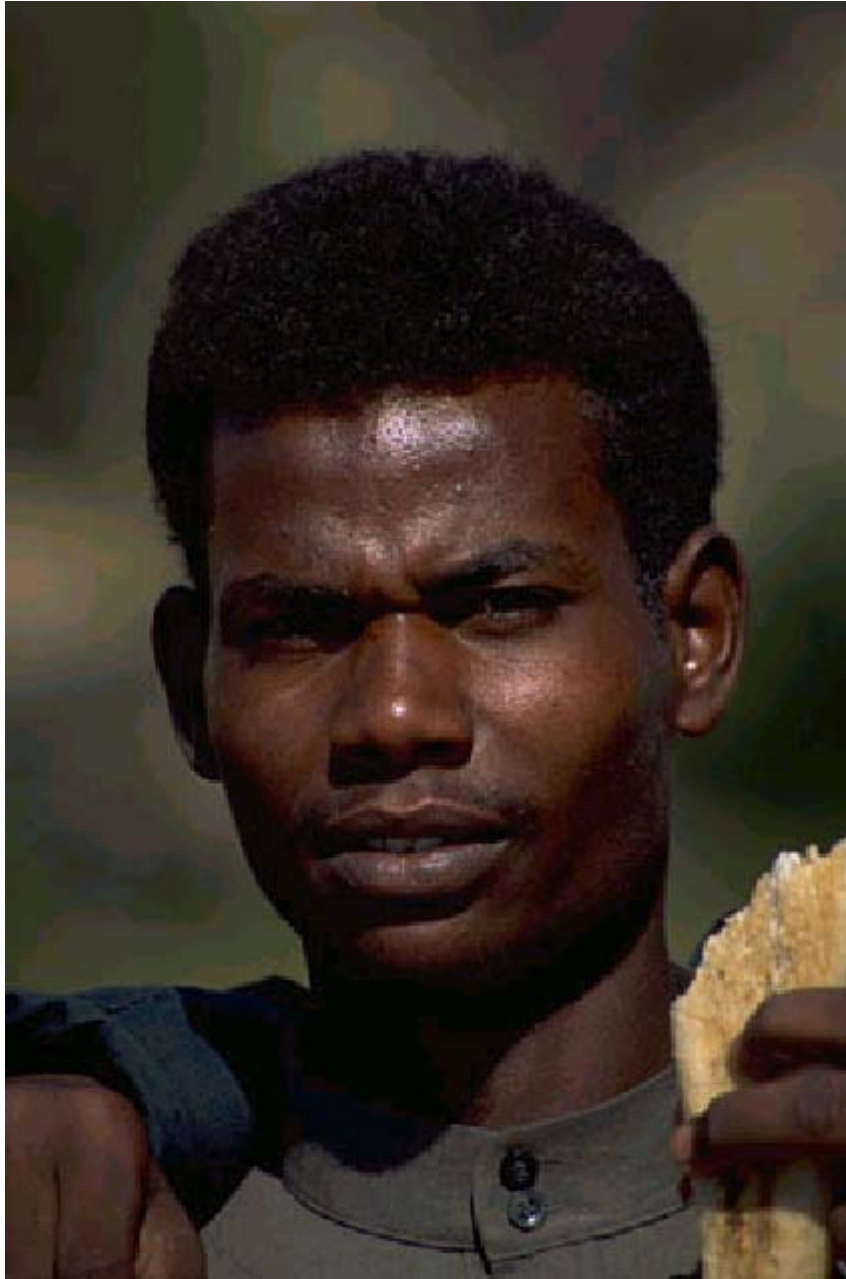
Picture 9

OrBlngC-T10



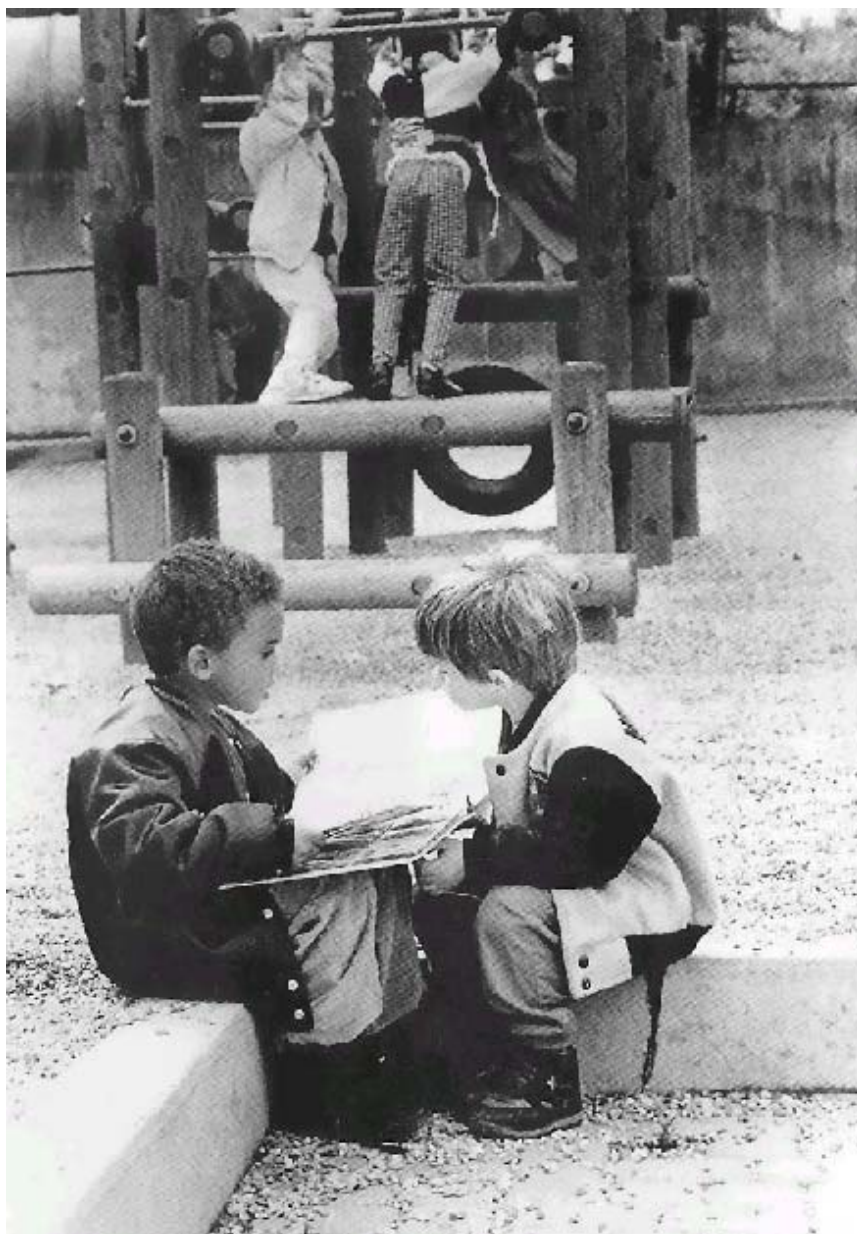
Picture 10

OrBlngC-T12



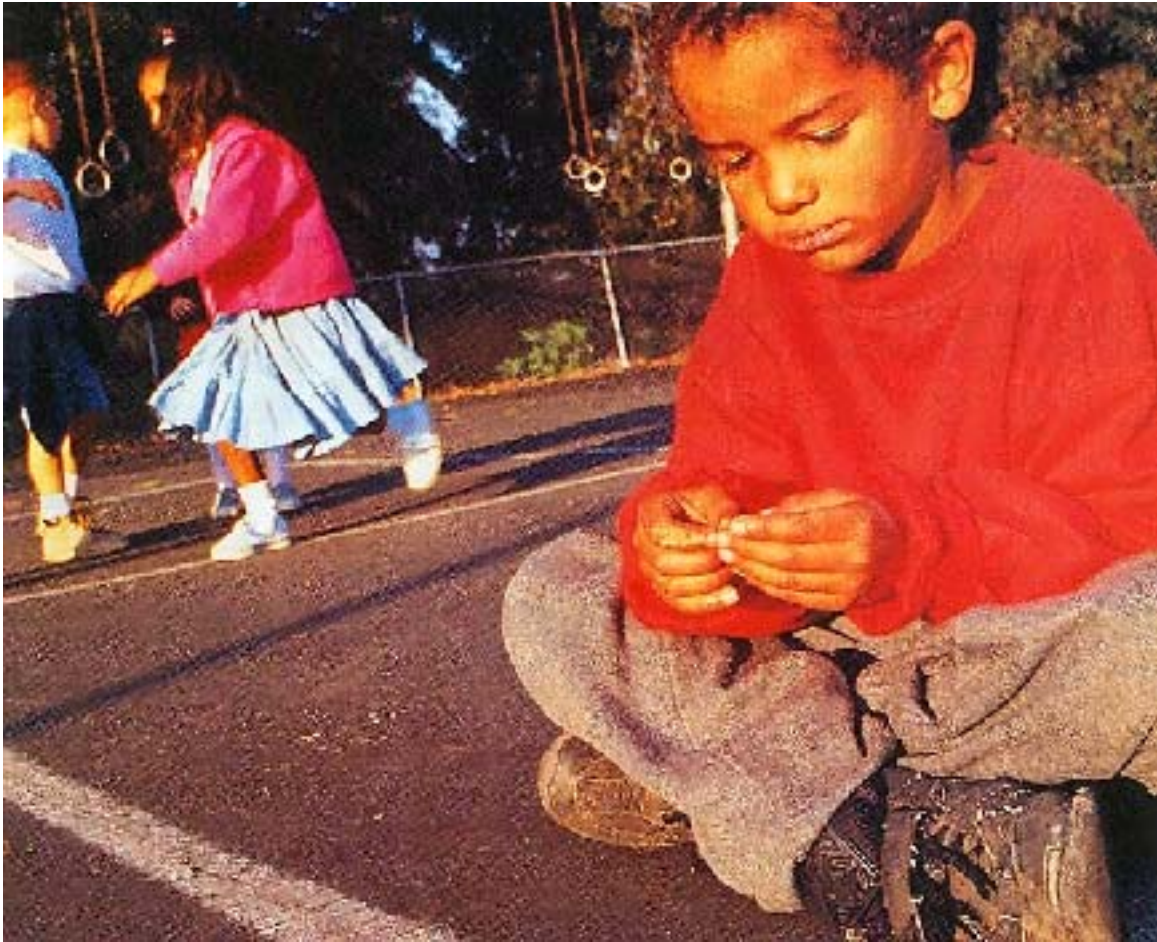
Picture 11

OrBlngC-T11



Picture 12

OrBlngC-T13



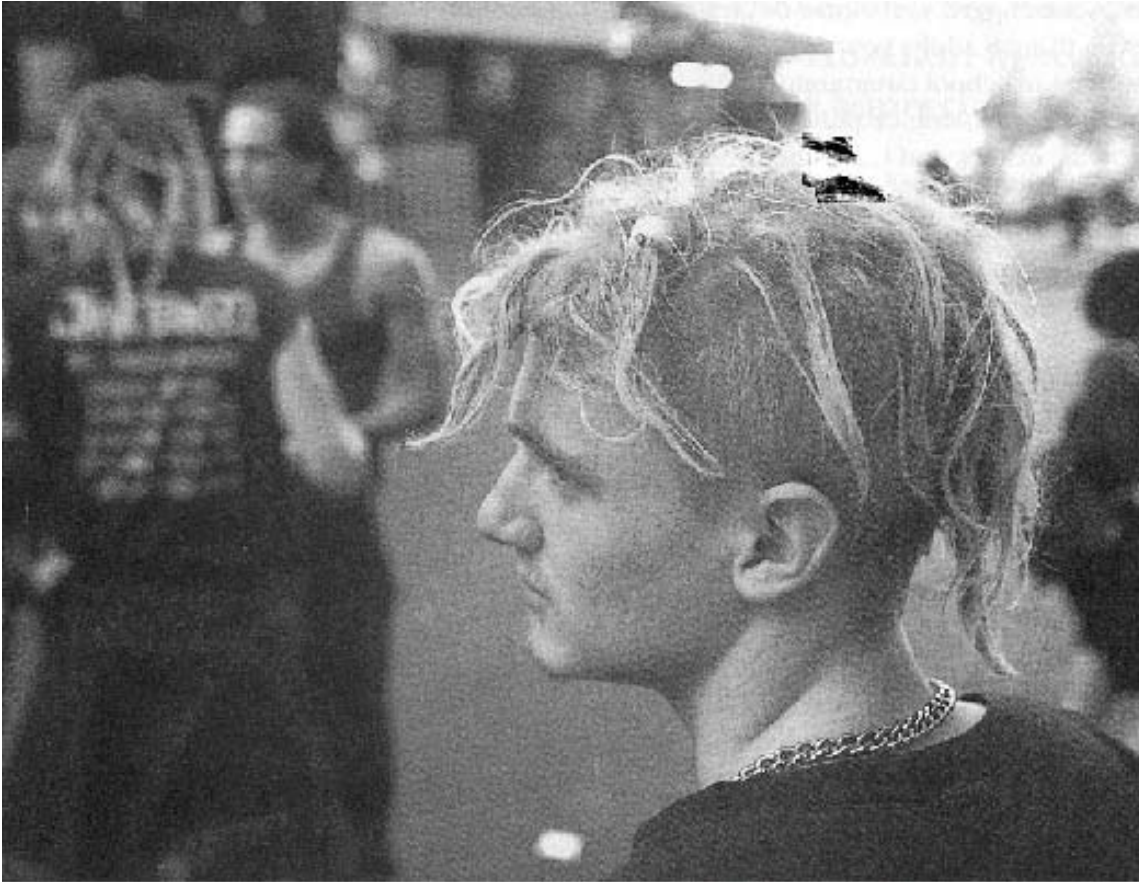
Picture 13

OrBlngC-T14



Picture 14

OrBlngC-T15



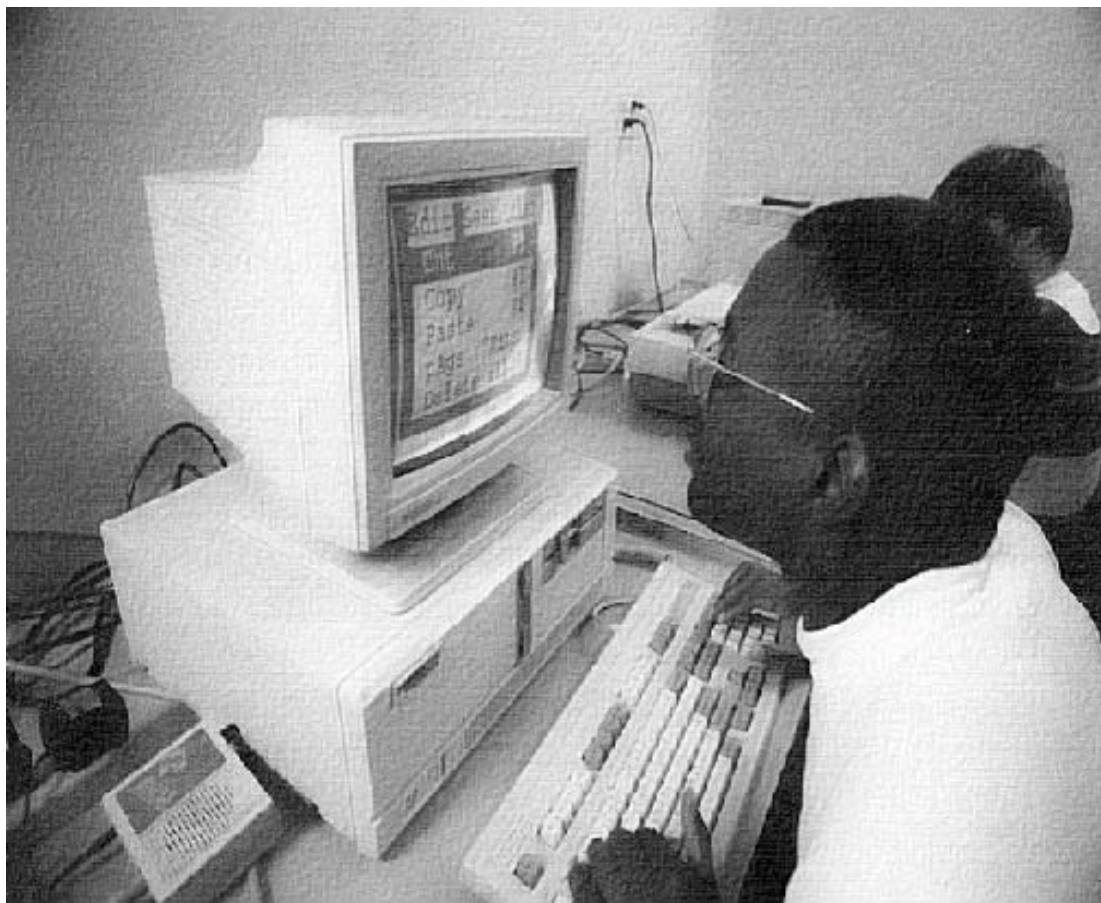
Picture 15

OrBlngC-T16



Picture 16

OrBlngC-T17



Different Aspects of Culture

OrBlngC-T18



Ideal Culture

- *That which people believe they ought to do.*
- *Expressed in proverbs, stories, myths, jokes, rituals, and conversation.*

Real Culture

- *The way people actually behave.*
- *Expressed in deviation, failure, or complaints.*

Explicit Culture

- *The observable elements of a people's culture.*
- *Recognized in terms such as style of dress, speech, use of tools, types of house, and concrete behavior.*

Implicit Culture:

- *The hidden or unconscious elements of a culture.*
- *Recognized in areas such as values, attitudes, fears, religious, and spiritual beliefs, etc.*
- *That which is beneath the surface or taken for granted.*

Cross Cultural Resources Center Dept. of Anthropology, California State University, Sacramento 1979.

Module D: Overview of Human Growth, Development, and Learning

Orientation to Bilingual Education

Module D: Overview of Human Growth, Development, and Learning



A. Module Goals

Using the **Module D: Overview of Human Growth, Development, and Learning** handout and transparency (**H1/T1**), review the goals of the module.

1. Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.
2. Know the risk factors that may prohibit or impede typical development.
3. Know basic styles of human learning.



Goal 1: Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.



1.1 Lecture: How Do Children Develop?

Using the **How Do Children Develop?** transparency (T2), briefly review the principles of development.

- Development is predictable.
- Developmental milestones are attained at about the same age in most children.
- Developmental opportunity is necessary.
- Children go through developmental phases or stages.
- Individuals differ greatly.



1.2 Activity: Cognitive Development

Paraeducators will participate in an activity that will provide a better understanding of cognitive development.



1.2.1 Steps

- Divide the class into small groups.
- Distribute the **Stages of Cognitive Development** handout (H2), assigning one age level (0-2 years, 2-6 years, 7-11 years, and 11+ years) per group.
- Have the groups discuss their age level and make a list of three examples for the developmental stage.
- When finished, have participants switch groups and share their expertise and examples.



1.3 Discussion: Developmental Processes

Cognitive Development

Cognitive development can be defined as the process of gaining knowledge and information as a person interacts with their surroundings and depends on growth inside the person, as well as the influence of the outside environment. Present and briefly review the **Stages of Cognitive Development** handout and transparency (H2/T3), asking the participants to

provide examples for the various stages from the previous activity.

Physical Development

Physical development can be defined as the acquisition of motor skills, and learning to control one's own body. It is characterized by changes seen in the external body and by unseen internal changes in muscles, bones, and nervous system.

Distribute and briefly review the **Stages of Physical Development** handout (H3).

Affective/Social Development

Affective development can be defined as the process in which a person acquires feelings about him/herself and other people; and acquires beliefs, skills, values, and behavior patterns necessary for interacting with others.

Distribute and briefly review the **Stages of Affective Development** handout (H4).

Communication Development

Communication development can be defined as the process by which a person learns to interact with the environment using speech or some other symbolic system.

Distribute and briefly review the **Stages of Communication Development** handout (H5).

Have the participants complete **Stages of Development (R10)** in their reflection workbooks. Thinking of children they know within one age level (0-2 years, 2-6 years, 7-11 years, and 11+ years), have them record examples of behaviors they have observed for each stage of physical, affective, and communication development. When finished, ask the participants to share some of their examples.



1.4 Activity: Communication Development

Paraeducators will participate in an activity to better understand a specific stage of communication development.



1.4.1 Steps

- Split the class into four groups.
- Assign each group one of the age levels (0-2 years, 2-6 years, 7-11 years, and 11+ years).
- Have the groups discuss their age level and list examples of real communication and specific language that would further describe the

- characteristics of the stage. The participants should refer back to the **Stages of Communication Development** handout (**H5**) as necessary.
- When finished, have the groups share their examples with the class.



1.5 Activity: Child Development Review

Paraeducators will participate in an activity that examines various stages of development.



1.5.1 Steps

- Divide the participants into small groups.
- Present the **Child Development Review** handout and transparency (**H6/T4**).
- Ask each group to read and discuss the scenarios and identify for each the developmental area and the approximate age and stage being referred to.
- Ask the groups to share and discuss their responses with the class. They should also share how they came about their decisions.



Goal 2: Know the risk factors that may prohibit or impede typical development.



2.1 Lecture: Risk Factors

Present the **Risk Factors** handout and transparency (H7).

There are several factors that may lead to a child having developmental and other disabilities. They may be genetic or they may be environmental, and they may occur during the prenatal, natal, or postnatal periods.

Physical and other characteristics for all people are shaped by our genes. They determine whether we are tall or short, bald or have brown or red hair, the color of our eyes, and more. Sometimes disabilities and other conditions are inherited as a result of the genes that exist in our parents. Many times a child's parents do not have the disability; they carry the genes from earlier generations. Genetic causes may cause mild or severe disabilities that may or may not be life threatening. Examples of genetically caused disorders are Down Syndrome, Hemophilia, P.K.U., Rhetts Syndrome, Sickle Cell Anemia and more.

Sometimes circumstances in a child's environment may cause the child to have a disability. Toxins in the air, water pollution, and lead poisoning are other factors that may have an impact on a child's environment and lead to a disability. For example, a child's family may have economical or other disadvantages that make it difficult to provide experiences that stimulate or encourage learning.

Many disabilities are the result of something happening to the fetus while it is still in the mother's womb, prenatally. If the mother has poor nutrition, has hepatitis or measles, uses drugs, alcohol, or smokes, her child may be born with a disability. Other factors that have been linked to these conditions are medicines taken during pregnancy and food additives.

Some disabilities result from conditions present at the time of birth, natally. Being born prematurely, having a loss of oxygen, long labor, excessive hemorrhaging or loss of blood for the mother, early separation of the placenta, and direct injury to the head if instruments are used are some events during the birth process that may cause disabilities.

Other risk factors include:

- An abusive adult figure in the home.
- Mother and/or father was a teenager at time of birth.
- Low income.

- Educational level of parent (or parent figure) raising the child.
- In need of language development.
- Unemployment in the family.
- Frequent moves.
- Homelessness.
- Family history of learning problems.
- Low self-esteem.
- Poor social skills.
- Drug and/or alcohol abuse in the family.



Goal 3: Know basic styles of human learning.



3.1 Activity: Learning Styles

Paraeducators will participate in an activity examining their own learning styles.



3.1.1 Steps

- Distribute the **C.I.T.E. Learning Styles Inventory** handout (**H8**).
- Have the participants complete and score the inventory.
- Review the scoring procedures.
 - ↳ Circle a score for each inventory item, with “1” being a characteristic that is least like the individual and “4” being a characteristic that is most like the individual.
 - ↳ Record the score for each item beside the corresponding number in the last section of the handout.
 - ↳ Total the scores in each of the areas, multiply that by two for the total score.
 - ↳ The score only reflects which learning style or styles are typically or most effectively used by the learner. The scores are not meant to be used as comparative information, one style is not “better” or more effective than another.
- When finished, present the **Learning Styles** handout and transparency (**H9/T5**).
- Have the participants share with the group which learning style they fall into.
- Review and discuss each learning style as a group. Emphasize that the participants should use the information gained from participating in this activity as a source of personal reflection regarding their own learning style and as an awareness of the possible learning styles of others.
- Present and briefly review the **Rates of Learning** transparency (**T6**).



Note to Instructor: Distribute the **Kid Friendly Search Sites** handout (**H10**). These are web sites for the participants to use and share with students and teachers.

Module D Handouts

Module D: Overview of Human Growth, Development, and Learning

1. Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.
2. Know the risk factors that may prohibit or impede typical development.
3. Know basic styles of human learning.

Stages of Cognitive Development

0 - 2 years

- **Causality:** Understands relationships between cause and effect.
- **Object Permanence:** Remembering an object or person exists when not directly in sight.
- **Imitation:** Watching and then repeating the actions or sounds of another person.
- **Spatial Relations:** organizing one's world in terms of the spatial location of objects, relationships between objects, and how objects change relationship when moved.
- **Means to an End:** Problem-solving used to obtain a desired want.
- **Schemes:** Patterns of action that represent one's understanding of objects.

2 - 6 years

- **Reasoning:** No systematic or logical process.
- **Symbolic Function:** The ability to use mental symbols.
- **Deferred Imitation:** The ability to imitate something after experiencing it at an earlier time.
- **Symbolic Play:** The ability to pretend.
- **Drawing:** The ability to represent something on paper.
- **Mental Imagery:** The ability to create an image from a mental symbol (i.e., the word bicycle evokes an image of a two-wheeled vehicle).
- **Language:** The ability to vocalize with meaning.
- **Egocentrism:** The child cannot take the view of another person.
- **Syncretism:** The grouping together of unrelated events. "My bike is yellow and it made me fall down."
- **Classification:** The child can typically sort by color, shape, and size. The child will begin to use class names for objects but may not understand the logic of classes.
- **Numbers:** The child understands the concept of one-to-one correspondence.

Stages of Cognitive Development

(continued)

7 - 11 years

- **Action is internalized:** the child is able to use a process of logical thinking to solve problems (can look at a maze and then draw correctly through it).
- **Reversibility:** The ability to understand that an object can have its original condition restored after changes have been made to its original shape (clay).
- **Conservation:** The ability to understand that substances remain the same despite changes that have been made in shape or physical arrangements (two equal lengths of string, one bent, are still the same length).
- **Decenterization:** The ability to focus on different attributes of a situation at one time (two block structures, one placed on low table the other on a high table. The child counts the blocks to see if they are equal height).
- **Counting:** Counts by 2s and 10s.
- **Correspondence:** The ability to recognize that quantities are the same even if they are physically transformed.
- **Classification:** The ability to understand one object can be in two classes at the same time (a blue block can be a block or wooden material).
- **Time:** The child masters clock time, then calendar time, then years and dates.
- **Cause and Effect:** The ability to use hypothetical deductive reasoning to explain cause and effect relationships (a spinning wheel always stops at the same spot. The child will identify a variable and devise a way to test the variable to see if it influences the wheel stopping).

11+ years

- **Abstraction:** The ability to use abstractions.
- **Reasoning:** Reasoning abilities are supported by logic. The ability to reason, solve problems, and recognize there are multiple possibilities for solutions to a problem.
- **Ability to think about possibilities that are separate from the actual situation at hand.**
- **Understands metaphors.**
- **Deductive Reasoning:** The ability to form theories, develop hypotheses and derive logical deductions.
- **Inductive Reasoning:** The ability to make general conclusions based on observation.
- **Critical Thinking:** The ability to think in terms of ideals, which leads the adolescent to become more of a critic.

Stages of Physical Development

0 - 3 months

- Obtains control over the position of the head.
- Holds his/her head up when lying on the stomach and in the sitting position.
- Voluntary grasp reflex.
- Swats at objects.

3 - 6 Months

- Rolls over in both directions.
- Sits for a brief time with no support.
- Practices moving legs and feet.
- Can be supported in a standing position.
- Visually directs grasp to obtain toys.
- Explores one object at a time.
- Adapts reach toward an object.
- Grasps toys with their fingers.

6 - 9 Months

- Gets in and out of the sitting position.
- Prepares for crawling.
- Pulls themselves up on furniture.

9 - 12 Months

- Crawling is efficient.
- Experiments with climbing.
- Walks around with support.
- Develops a pincer grasp.
- Releasing motor skill.

12 - 24 Months

- Coordinated walking.
- Balances on one foot.
- Begins running.
- Stacks blocks.
- Scribbles imitations of writing strokes.

Stages of Physical Development (continued)

2 - 7 years

- Experiments with running and stopping.
- Hops and skips.
- Walks across a balance beam.
- Throws a ball and retains balance.
- Uses tricycles or other pedal toys.
- Jumps from heights.
- Begins climbing on jungle gyms.
- Cuts with scissors.
- Strings beads.
- Draws with a pencil or crayon.
- Imitates building structures with blocks.
- Imitates or copies strokes or letters using a pencil or crayon.
- Completes simple puzzles.

7 - 11 years

- Growth slows down.
- Becomes proportionately thinner.
- Increased coordination in gross motor skills.
- Increased muscle strength.
- Proficient in roller skating, skipping rope, biking, soccer, and baseball.
- Develops eye-hand coordination.
- Increased ability to write.

11+ years

- Puberty.
- Rapid physical growth spurt.
- Further development of sex organs.
- Increase in strength and coordination.
- Reproduction is possible

Stages of Affective Development

0 - 2 years

- Learns to adjust and adapt to his/her social environment.
- Temperament may be “easy,” “difficult,” or “slow-to-warm-up.”
- Attachments are developed.
- Distinguishes his/her caregivers from others.
- Seeks caregivers presence.
- Develops sense of security which allows exploration.
- Has a fear of strangers.
- Develops gazing, smiling, and vocalizing.
- If not engaged in play, will observe events of interest.
- Plays independently with little effort to interact with children nearby.
- Begins to observe other children in play.
- Becomes aware of self as a separate being.
- Cries to get their way.
- Laughs in anticipation.
- Anger occurs when caregiver leaves, toy taken away, etc.

2 - 7 years

- Social maturity develops. Increasing amount of interaction with other children.
- Growing sense of independence.
- Parallel play develops, two or more children playing side-by-side.
- Associative play develops. Begins to play in unorganized groups of two or three.
- Cooperative play develops. Group-play is organized with a common goal.
- No constancy in friends (3 - 4-year-olds).
- Favorite friends begin to emerge (4 - 5-year-olds).
- Role identification develops. Children begin to view themselves as being similar to an adult with whom they have contact.
- Increased fear of imaginary creatures, the dark, etc.
- Anger occurs when in conflict and language is added to responses.
- Jealousy occurs more in home relationships.
- Growing ability to show affection.

Stages of Affective Development

(continued)

7 - 11 years

- Dependence on peers.
- Development of self-concept.
- Development of sex roles.
- Develops a unique dress code, rules of behavior, and language.
- Conformity develops.
- Development of morals. Understands standards of right and wrong.
- Increased capacity for self-help.
- Develops the ability to sympathize and express compassion for others.
- Develops fears regarding schoolwork, social relationships, illness, death, and economic difficulties.
- Decrease in physical aggression.

11+ years

- Develops a strong sense of self.
- Peer group becomes the single most important influence.
- Concerns center around appearance.
- Preoccupied with own thoughts, personality, athletic abilities, and social skills.
- Concerned with how their family appears to others.
- Development of a vocational identity.
- Develops a moral identity. Begins to develop an idea of what ought to be.

Stages of Communication Development

0 - 1 month

- Differentiated cry.
- Social smile.
- Shows positive responses to adults talking to him/her.

1 - 4 months

- Participates in vocal play.
- Laughs.
- Blends vowel sounds together.
- Makes sounds with objects in mouth.
- Experiments with sounds.
- Establishes turn-taking games.
- Anticipates events with situational cues.

4 - 8 months

- Differentiates sound of toys/people.
- Increased variety of sounds (both vowels and consonants).
- Looks or acts to start or repeat a game.
- Recognizes familiar people and routines.
- Babbles.

8 - 12 months

- Differentiated sounds for wants.
- Uses simple jargon.
- Single words (mama and dada).
- Babbles.
- Initiates familiar games with a variety of signals.
- Recognizes words with situational cues.
- Uses a "gimme reach."

Stages of Communication Development

(continued)

12 - 18 months

- Increased single word vocabulary.
- Names familiar objects.
- Imitates novel sounds/words.
- Uses objects in social exchanges.

18 - 24 months

- Two-word sentences (nouns, verbs).
- Uses elaborate jargon.
- Speech-to-speech responses.
- Rapid vocabulary increases.
- Refers to absent objects.

2 - 7 years

- Average vocabulary:
 - ↳ 3-year-olds = 900
 - ↳ 4-year-olds = 1500
 - ↳ 5-year-olds = 2200
- Typical sentence length:
 - ↳ 3-year-olds = 3-4 words
 - ↳ 4-year-olds = 5-6 words
 - ↳ 5-year-olds = 6+ words
- Pronunciation:
 - ↳ 3-year-olds mispronounces 40% of speech.
 - ↳ 4-year-olds mispronounce 20% of speech sounds.
 - ↳ 5-year-olds mispronounce 10% of speech sounds.
- First words are nouns, then verbs.
- Most articulation problems are eliminated by 7 years of age.
- Develops repetition.
- Monologues form. Uses lengthy utterances while talking to self.
- Collective monograph develops. Simultaneous talk between two children with no interaction.

Stages of Communication Development

(continued)

2 - 7 years (continued)

- Associates actions with others. Child talks to self, but is aware someone is listening.
- Quarreling, expresses a need to be understood.
- Primitive arguments. Disagrees and gives differing point of view.
- Collaboration of abstract thought. Discusses a topic not shared in an activity.
- Genuine argument. The child uses the word "because."

7 - 11 years

- Exchanges thoughts with the people around him/her.
- Makes subjective value judgments.
- Questions to obtain information.
- Attempts to influence the actions of others.
- Will learn to use 5,000 new words.
- Will read 50,000 words.
- Increased ability to use compound and complex sentences.

11+ years

- Continued vocabulary acquisition and ability to express complex ideas and explanations in a logical sequential manner.

Child Development Review

1. Jennifer cries each morning when her mother goes to work.
2. Sally refuses to go to school because she thinks her clothes make her different from the other girls.
3. Danny bats a toy repeatedly and watches it move.
4. Larry is afraid to admit that he scored an “A” on the test because his girlfriend failed.
5. Billy shares toys with his friend.
6. Brenda cuts with scissors and rides a trike.
7. Jeff knows what to do when he misses the bus and will be late for work.
8. Jenny loves to play board games and insists everybody play by the rules.
9. Sam draws a simple face with no arms or legs.
10. Suzi sits by herself and puts blocks in a box.
11. Mary talks Deanna into skipping school.
12. Jack is embarrassed about the way his dad dresses.

Risk Factors

- Causes of Disabilities
- Genetic Factors
- Environmental Factors
- Prenatal
- Natal
- Other Risk Factors

C.I.T.E Learning Styles Inventory

Least Like Me	Most Like Me		
1 2 3 4		1.	When I make things for my studies, I remember what I have learned better.
1 2 3 4		2.	Written assignments are easy for me to do.
1 2 3 4		3.	I learn better if someone reads a book to me than if I read silently to myself.
1 2 3 4		4.	I learn best when I study alone.
1 2 3 4		5.	Having assignment directions written on the board makes them easier to understand.
1 2 3 4		6.	It's harder for me to do a written assignment than an oral one.
1 2 3 4		7.	When I do math problems in my head, I say the numbers to myself.
1 2 3 4		8.	If I need help in the subject, I will ask a classmate for help.
1 2 3 4		9.	I understand a math problem that is written down better than one I hear.
1 2 3 4		10.	I don't mind doing written assignments.
1 2 3 4		11.	Written assignments are easy for me to do.
1 2 3 4		12.	I remember more of what I learn if I learn it when I am alone.
1 2 3 4		13.	I would rather read a story than listen to it read.
1 2 3 4		14.	I feel like I talk smarter than I write.
1 2 3 4		15.	If someone tells me three numbers to add I can usually get the right answer without writing them down.
1 2 3 4		16.	I like to work in a group because I learn from the others in my group.
1 2 3 4		17.	Written math problems are easier for me to do than oral ones.
1 2 3 4		18.	Writing a spelling word several times helps me remember it better.
1 2 3 4		19.	I find it easier to remember what I have heard than what I have read.
1 2 3 4		20.	It is more fun to learn with classmates at first, but it is hard to study with them.
1 2 3 4		21.	I like written directions better than spoken ones.
1 2 3 4		22.	If homework were oral, I would do it all.
1 2 3 4		23.	When I hear a phone number, I can remember it without writing it down.
1 2 3 4		24.	I get more work done when I work with someone.
1 2 3 4		25.	Seeing a number makes more sense to me than hearing a number.
1 2 3 4		26.	I like to do things like simple repairs or crafts with my hands.
1 2 3 4		27.	The things I write on paper sound better than when I say them.
1 2 3 4		28.	I study best when no one is around to talk or listen to.
1 2 3 4		29.	I would rather read things in a book than have the teacher tell me about them.
1 2 3 4		30.	Speaking is a better way than writing if you want someone to understand what you really mean.

C.I.T.E Learning Styles Inventory

(continued)

Least Like Me	Most Like Me		
1 2 3 4		31.	When I have a written math problem to do, I say it to myself to understand it better.
1 2 3 4		32.	I can learn more about a subject if I am with a small group of students.
1 2 3 4		33.	Seeing the price of something written down is easier for me to understand than having someone tell me the price.
1 2 3 4		34.	I like to make things with my hands.
1 2 3 4		35.	I like tests that call for sentence completion or written answers.
1 2 3 4		36.	I understand more from a class discussion than from reading about a subject.
1 2 3 4		37.	I remember the spelling of a word better if I see it written down than if someone spells it out loud.
1 2 3 4		38.	Spelling and grammar rules make it hard for me to say what I want to in writing.
1 2 3 4		39.	It makes it easier when I say the numbers of a problem to myself as I work it out.
1 2 3 4		40.	I like to study with other people.
1 2 3 4		41.	When teachers say a number I really don't understand it until I see it written down.
1 2 3 4		42.	I understand what I have learned better when I am involved in making something for the subject.
1 2 3 4		43.	Sometimes I say dumb things, but writing gives me time to correct myself.
1 2 3 4		44.	I do well on tests if they are about things I hear in class.
1 2 3 4		45.	I can't think as well when I work with someone else.

Calculate Your Score

Visual Language

5-
13-
21-
29-
37-
Total ____ $\times 2 =$ ____

Social-Individual

4-
12-
20-
28-
45-
Total ____ $\times 2 =$ ____

Visual Numerical

9-
17-
25-
33-
41-
Total ____ $\times 2 =$ ____

C.I.T.E Learning Styles Inventory

(continued)

Auditory Language

3-

11-

19-

36-

44-

Total ____ $\times 2 =$ ____

Auditory Numerical

7-

15-

23-

31-

39-

Total ____ $\times 2 =$ ____

Kinesthetic-Tactile

1-

18-

26-

34-

42-

Total ____ $\times 2 =$ ____

Social-Group

8-

16-

24-

32-

40-

Total ____ $\times 2 =$ ____

Expressiveness-Oral

6-

14-

22-

30-

38-

Total ____ $\times 2 =$ ____

Expressiveness-Written

2-

10-

27-

35-

43-

Total ____ $\times 2 =$ ____

Learning Styles Descriptions

Auditory Language

- Learns from hearing words spoken.
- He/she may vocalize or move his/her lips or throat while reading, particularly when striving to understand new material.
- He/she will be more capable of understanding and remembering words or facts that have been learned by hearing.

Visual Language

- Learns well from seeing words in book, on the chalkboard, charts, or workbooks.
- He/she may write down words that are given orally, in order to learn by seeing them on paper.
- This person remembers and uses information better if he/she has read it.

Auditory Numerical

- Learns from hearing numbers and oral explanations.
- Remembering telephone and locker numbers is easy, and he/she may be successful with oral number games and puzzles.
- This person may do just as well without his math book, for written materials are not important.
- He or she can probably work problems in his/her head, and may say numbers out loud when reading.

Visual Numerical

- Must see numbers on the board, in a book, or on a paper in order to work with them.
- He/she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

Learning Styles Descriptions

(continued)

Auditory-Visual-Kinesthetic Combination

- Learns best by doing, becoming involved with the material.
- He/she profits from a combination of stimuli.
- The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid his/her learning.
- They may not seem to understand or be able to concentrate or work unless totally involved.
- He/she seeks to handle, touch, and work with what he/she is learning.

Individual Learner

- Gets more work done alone.
- He/she thinks best and remembers more when the learning has been done alone.

Group Learner

- Prefers to study with at least one person and will not get as much done alone.
- He/she values others' opinions and preferences.
- Group interaction increases his/her learning and later recognition of facts.

Oral-Expressive

- Prefers to tell what he/she knows.
- He/she talks fluently, comfortably, and clearly.
- This person may know more than written tests show.
- He/she is probably less shy than others about giving reports or talking.
- Muscular coordination involved in writing may be difficult for this person.
- Organizing and putting thoughts on paper may be too slow and tedious for this student.

Written-Expressive

- Prefers to write fluent essays and good answers on tests to show what he/she knows.
- He/she feels less comfortable when oral answers or reports are required.
- His/her thoughts are better organized on paper than when they are given orally.

Kid Friendly Search Sites

<http://www.yahooligans.com>

- What is Yahooligans? Yahooligans! is a browse-able, searchable directory of internet sites for kids. Each site has been carefully checked by an experienced educator to ensure the content and links are appropriate for kids aged 7-12. In addition to our directory, we also have a number of fun features, including a Hypersite, a Joke of the Day, a Cool page, and lots more.

<http://www.encyclopedia.com>

- Welcome to Encyclopedia.com – the Internet’s premier free encyclopedia! This site conveniently places an extraordinary amount of information at your fingertips. More than 14,000 articles from The Concise Columbia Electronic Encyclopedia, Third Edition have been assembled to provide free, quick and useful information on almost any topic.

<http://Encarta.msn.com>

- The premium Internet multimedia encyclopedia. With 42,000 articles, atlas, Web links, and more.

http://www.lightspan.com/search2/pages/searchHome.asp?_prod=LS&nav=n1_search

- Find expert selected web sites, encyclopedia articles, learning activities, lesson plans and more with our education based research compiler.

<http://www.kidinfo.com/SchoolSubjects.html>

- Search by topic/content areas.

http://www.kidinfo.com/Search_Engines.html#Kids

- List of search engines just for kids!

<http://www.neat-schoolhouse.org/awesome.html>

<http://www.awesomelibrary.org/espanol.html>

- Same website available in both English/Spanish!
- The awesome library provides only resources that have been reviewed and found to be of high quality for our users. In that sense, all of the resources are highly rated at the time of review. In order to be included in the Awesome Library, resources need to meet all of the standards as follows:
 - ➡ Only child-safe links.

Kid Friendly Search Sites (continued)

- Useful for teacher, students (“kids” or “teens”), parents, or librarians.
- “Real Stuff” (Actual documents, projects, pictures, and discussion groups).
- Current.
- Load quickly.
- Small percentage of “dead” links.
- Best version available.

<http://www.searchopolis.com>

- The Web’s most powerful filtered search engine, a beefed-up curriculum directory, piles of reference material, and today’s most up-to-the-minute information.

<http://www.studyweb.com>

- This site is exactly what it says it is, a place for anyone doing research to find the information they need as easily as possible. The categories are sorted according to the approximate appropriate grade level which makes them valuable tools for teachers looking for lesson plan and curriculum ideas. The information for each topic also notes the presence of downloadable or printable images for use as visual aids of school reports or projects. The variety of subjects and categories should allow most users to narrow in on a topic for a report, find background material for a story, begin research for a paper or just increase their knowledge of a particular topic.

<http://www.academicinfo.net/search.com>

- You’ll Search: Yahooligans – AOL Kids – Kids Click & Saluki Search with just one click!

Module D Transparencies

Module D: Overview of Human Growth, Development, and Learning

OrBlngD-T1



- ***Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.***
- ***Know the risk factors that may prohibit or impede typical development.***
- ***Know basic styles of human learning.***

How Do Children Develop?

OrBlngD-T2



Principles Of Development

- *Development is predictable.*
- *Developmental milestones are attained at about the same age in most children.*
- *Developmental opportunity is needed.*
- *Children go through developmental phases or stages.*
- *Individuals differ greatly.*

Stages of Cognitive Development

OrBlngD-T3



- *0 - 2 years*
 - ↳ *Sensorimotor Stage*
 - ↳ *Ability to interact using senses and motor capabilities.*

- *2 - 7 years*
 - ↳ *Preoperational Stage*
 - ↳ *Ability to use mental symbols.*

- *7 - 11 years*
 - ↳ *Concrete Operational Stage*
 - ↳ *Ability to use mental problem-solving strategies in concrete situations.*

- *11+ years*
 - ↳ *Formal Operational Stage*
 - ↳ *Ability to use abstractions*

Child Development Review

OrBlngD-T4



1. *Jennifer cries each morning when her mother goes to work.*
2. *Keshawn refuses to go to school because she thinks her clothes make her different from the other girls.*
3. *Dylan bats a toy repeatedly and watches it move.*
4. *Jose is afraid to admit that he scored an “A” on the test because his girlfriend failed.*
5. *Savannah shares toys with his friend.*
6. *Lin cuts with scissors and rides a trike.*

Child Development Review

(continued)

OrBlngD-T4



7. *Jeff knows what to do when he misses the bus and will be late for work.*
8. *Adriana loves to play board games and insists everybody plays by the rules.*
9. *Samuel draws a simple face with no arms or legs.*
10. *Susanna sits by herself and puts blocks in a box.*
11. *Mary talks Deanna into skipping school.*
12. *Juan is embarrassed about the way his dad dresses.*

Learning Styles

OrBlngD-T5



- *Auditory-Language*
- *Visual-Language*
- *Auditory-Numerical*
- *Visual-Numerical*
- *Auditory-Visual-Kinesthetic Combination*
- *Individual Learner*
- *Group Learner*
- *Oral-Expressive*
- *Written-Expressive*

Rates of Learning

OrBlngD-T6



- *Lecture: 5%*
- *Reading: 10%*
- *Audio-Visual: 20%*
- *Demonstration: 30%*
- *Discussion: 50%*
- *Practice By Doing: 75%*
- *Teach Others/Immediate Use of Learning: 90%*